DOCUMENT RESUME

ED 170 886 **EA 011 641**

AUTHOR	Goodman, John, Ed.
TITLE	Student Initiated Activities: A Strategy in Youth Advocacy.
INSTITUTION	Vermont Univ., Burlington. Teacher Corps Youth Advocacy Loop.
SPONS AGENCY	Law Enforcement Assistance Administration (Dept. of Justice), Washington, D.C.; Office of Education (DHEW), Washington, D.C. Teacher Corps.
PUB DATE	78
GRANT	G007604001
NOTE	164p.
EDRS PRICE	MF01/PC07 Plus Postage.
DESCRIPTORS	Crime; Disadvantaged Youth; Educational Environment; Elementary Secondary Education; Federal Programs; Inservice Teacher Education; Interagency Cooperation; *School Environment; School Vandalism; Student Behavior; *Student Participation; Youth
IDENTIFIERS	Office of Juvenile Justice Delinquency Prevention; *Teacher Corps; *Youth Advocacy

ABSTRACT

This document is divided into five parts. In Part 1, the reader is introduced to the discussions that follow by an account of the effect of school crime on school climate, and the response of the Teacher Corps and the Office of Juvenile Justice and Delinquency Prevention in creating a joint program in youth advocacy to improve conditions in the schools. The second part is a discussion of the history and present status of student initiated activities in the joint program. Part 3 is coverage of the Youth Participation Conference on Student Initiated Activities, held at Oakland University in November of 1977. The topics of the conference included coverage of both youth and adult training. The fourth section presents brief accounts of both regular Job Corps projects (Activity I) and the special youth advocacy program (Activity II). The last section is made up of various responses to and perspectives on the program. (IRT)

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STUDENT INITIATED ACTIVITIES: A STRATEGY IN YOUTH ADVOCACY

published by Teacher Corps Youth Advocacy Loop,
University of Vermont,
through an interagency agreement between the
Law Enforcement Assistance Administration,
Office of Juvenile Justice and Delinquency Prevention,
and Teacher Corps, U. S. Office of Education.

The material reported herein was prepared pursuant to Grant No. G007604001, University of Vermont, with Teacher Corps, U. S. Office of Education, Department of Health, Education & Welfare. Contractors or grantees undertaking such projects under government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, represent official Office of Education position or policy.

1978

EA 011 641

Cover Design: Frank Nofer, Inc.
Philadelphia, Pa.

Composition and Printing: Imant Kalnin, Printers
Jenkintown, Pa.

Monograph Editor: John Goodman

CONTENTS

Foreword
Clarence Walker

Part I: Introduction
Arthur Cole

Part II: Student Initiated Activities: History and Present Status
Jacqueline Lougheed and Judi Friedman

Part III: Conference Report
Ch. 1: The Youth Training Component for the Conference
Barbara McDonald
Pamela Miller
Harry Thompson
Harry McEntee

Ch. 2: The Adult Training Component for the Conference
H. W. Meyers

Ch. 3: Focus Groups
John Goodman

Ch. 4: Keynote Speakers
William Smith
Mary Kohler
Arthur Pearl

Ch. 5: The Culture of a Conference: A Goal-Free Evaluation of the Youth Advocacy Loop Conference
Henrietta S. Schwartz

Part IV: The Projects Report
Ch. 1: Activity I Reports

Ch. 2: Activity II Reports

Part V: Responses and Perspectives
William Smith

FOREWORD

Clarence C. Walker
Coordinator, Youth Advocacy Programs

Decreasing the incidence of crime, violence, disruption, and associated fears in the schools is a critical activity. Our Youth Advocacy projects are making a bold attempt to accomplish these goals by working with troubled youth. The projects described in this book have begun to develop methods to integrate teacher training activities in the schools with strategies for maximizing the use of available student resources.

We have begun to train teachers, selected by project managers to gain additional skills in dealing with problems that have arisen in those schools with a high frequency of deviant behavior. But to challenge and respond to troubled youth, a high degree of coordination and collaboration among many role groups is required. Our approach is not just to add something to what is already transpiring in the regular Teacher Corps program (Activity I, as we call it), but to develop and enhance a different approach to improving school climate, an approach we have defined as Student Initiated Activities.

It has always been popular for helping professionals to stand up in support of the helpless, the defenseless, or otherwise abnormal. In the public schools, however, few precedents have supported the notion of a meaningful role for troubled youth to play in shaping their own destiny. Under the philosophy that has become an integral part of Teacher Corps, we assume that the schools as the primary socializing agent for youth provide the most fertile ground for nurturing Youth Advocacy. The schools also represent the institution in our society that provides the first line of defense in changing behavior to combat crime, violence, and dispostion to engage in chronically disruptive behavior.

In the past a tendency to ignore principals, guidance counselors, and other educational personnel has sometimes set the project apart from the school, like a useless appendage. What we are

attempting to do is to bring these people into closer working relationships. It's impossible, I believe, to get a meaningful program established in a problem-laden high school without the support of the top administrator, the principal. He cannot be ignored, for he is responsible for the total school programming.

In the past we have not always experienced the best working relationships with institutions of incarceration or treatment facilities for recalcitrant youth. Sometimes it appears that teachers are very glad to discard their problems, turn them over to the principal, the guidance counselor, or to whomever in the school, and forget about them. The Youth Advocacy program emphasizes coordinated activity between their personnel and the high school having the problem, the place of incarceration, and the point of reentry when the student returns to the community. We are very concerned about those three areas and we would like to have each individual responsible for Youth Advocacy programs in the field make sure that interns receive in-depth training in each of these three problem areas.

It is difficult at times to do this because, traditionally, the public institutions in this country have very low pay scales. Frequently we do not get the kinds of teachers who can do the proper job at the incarceration site. Therefore, Teacher Corps is helping all personnel at the site who are involved with incarcerated youngsters to acquire additional skills. We are developing a sensitivity on the part of high school teachers toward troubled youngsters. We are exchanging information with them on classroom management and control. We are also giving young people who have problems a stake in the operation of the school, to make them feel a part of the process, because they are involved. They listen, they participate, and they do things on their own initiative when someone is willing to listen to them. Many times the response we have gotten from students who have had problems is that no one was willing to listen to them. Therefore, it is essential that they have a system developed so that feedback can reach administrative heads and people in authority, decision-makers and others. The youngsters must feel that they are a part of what's going on, that they are making a contribution, that the whole thing to them is not just a phony deal.

We have embarked on the challenge to change schools with some success. We have not had success in all instances because often people are just not mindful of the total school context. We don't just jump in—so as to give people the impression that we thought of this first and that they have not done anything in the past.

Perhaps something is already going on in the same direction in which we are trying to develop a program. If we check with those who are responsible, we often find willing hands. So we are asking that you, as interested educators, take a look at what's been going on in your locale and then determine what you can do to help increase the effectiveness of the program already intact. Maybe it may need a new management design or something you might be able to help with. Look for opportunities to help, don't look for opportunities to be disruptive.

I believe that all of you really want to help,that you really want to have viable programs. But it is my belief that you can only have viable programs when you have students who are meaningfully involved and adminstrators who will meet you half-way and feel that they are sharing in the development of the program. Teachers must feel that there is something in the program for them and that we are not just doing something for the benefit of the students. Youth Advocacy does not mean that students do as they please. It means that they participate—as responsible citizens.

PART I
INTRODUCTION

INTRODUCTION

Arthur Cole
Education Program Specialist
Teacher Corps

Troubled Youth and School Climate

A school climate characterized by rising levels of fear, disruption, vandalism, and crime has been an issue of increasing concern among those in the teaching profession and in the juvenile justice system over the past decade. As the seriousness of school problems has increased, so has the magnitude of attention paid to them. School climate is now a national legislative and professional concern. Birch Bayh served as Chairman of the Senate Subcommittee to Investigate Juvenile Delinquency, which was responsible for enacting the Juvenile Justice and Delinquency Prevention Act of 1974. This subcommittee later recognized, through an extensive nationwide survey of school systems, the importance of the school's role in influencing school climare (Bayh, 1977). The 1977 amendments to the Act reflect an even greater sensitivity to the need for a partnership with educators to assure that the spirit of the law is realized. The Commissioner of Education is a member of the Coordinating Council on Juvenile Justice and Delinquency Prevention. He now has a coordinating function to perform, along with encouraging new approaches to preventing school violence and vandalism.

As any partnership develops, both parties tend to experience growth. Teacher Corps' involvement grew from its historical charge of "strengthening educational opportunities available to children in areas having concentrations of low income families." Within Teacher Corps the growth has been toward improving school climate as a legitimate and significant way to strengthen educational opportunities. Nearly 10% of all Teacher Corps projects have elected to concentrate specifically on the problems troubled youth bring to the school setting. Known as Youth Advocacy projects, they represent the Teacher Corps philosophy of addressing problems of

primarily secondary school students.

For these students the basic issue involved is the need to recognize the existence of those problems, identify their specific components, and subsequently receive training in the necessary skills for taking control of their own lives. The Teacher Corps Youth Advocacy focus emphasizes educational training for essential life-skill competence. In other words, it is an educational intervention designed to have long-term effects on the student's ability to handle future problems. Our focus can be contrasted with a more traditional approach that emphasizes services provided by others to alleviate the youth's immediate problems. This traditional form of advocacy has limited impact on the youth's coping skills and limited implications for handling his future problems. The Youth Advocacy projects of Teacher Corps are aimed at developing personal independence and a youth's increasing ability to cope, while traditional approaches aim at alleviating immediate problems and tend to increase dependence upon the external service provider.

The need for this kind of program is clear in view of the problems youth face. Solutions are hard to find—as is clear from the statistics. An average of more than three juvenile court referrals occur annually for every 100 school-age children. Most of those court referrals have a history of failure in school. Slightly more than half of all arrests for property offenses involve persons under 18 years of age. Youth between 10 and 17 comprise 16.9% of the nation's population, but are involved in 5% of all serious crimes. Over one half-million youth are in juvenile detention and correctional facilities during the year . . . 60,000 on any given day. Two million school-age children are out of school. One million between the ages of 12 and 17 are illiterate. One of five entering fifth grade drops out before completing high school.

The Teacher Corps Approach

Since Teacher Corps was established in 1965, at least two major changes in direction have had an impact on troubled youth. First, the early emphasis on helping teacher education institutions provide preservice training for young, energetic, and idealistic future educators has given way to another kind of training. The present approach emphasizes providing existing educational personnel with staff development training that collaboratively addresses real and immediate needs as defined by the school staff, university faculty, and community members.

The second shift concerns the direction of what had been called corrections projects in the late 1960s when Teacher Corps initiated that effort. An early emphasis on training interns, who had been incarcerated, for teaching careers shifted to a Youth Advocacy focus, characterized by a concern that all educational personnel better understand the needs, problems, and many challenges faced by troubled youth. This transition accompanied the need for teacher educators to examine and refine teaching practices in the face of changing communities with lower growth rates.

The changing nature of school climate also made itself felt. Although we do not thoroughly understand why the change has occurred, it is clear that our nation's schools are no longer as safe, harmonious, or warm as they once were. Our School Crime Intervention Component (SCIC) has emerged in response to that changing environment and in response to a need for schools to provide an atmosphere conducive to learning.

We hope this monograph will provide the reader with insights into an exciting and challenging approach to educating troubled youth that should be useful to all elementary and secondary educators. When he is finished, the reader should be able to appreciate the complexity of school climate issues and be familiar with an approach that is proving successful in Teacher Corps projects with an SCIC. Student initiated activities in classroom settings are discussed in detail, and perhaps classroom teachers will be able to stimulate further discussion and exploration in order to provide youth with a meaningful role in classroom and school management.

Although projects with the SCIC (Activity II, as it is known), appear as additions to existing Teacher Corps efforts (Activity I), they actually represent a collaborative effort between two agencies—one in education and the other in the field of juvenile justice. There are a number of reasons responsible for the two agencies coming together in order to address school climate concerns. For some time now, most of the crime committed in the United States has been by minors (Clark, 1970). It is also known that the schools could play a major role in influencing youth who have a disposition to commit such acts. Some of these very youth are also among the best educated, socially affluent generations in our history. This unusual combination of circumstances makes it difficult to understand the nature of deteriorating school climates.

Research into School Crime

In searching for answers, we have yet to take command of the issues directly associated with school climate. Wilson (1976) suggested six views on "crime in the schools." A decade ago, there was a naive sense of the causes of crime and therefore a false set of assumptions used to ground the theory supporting the many intervention strategies that have been applied to improve school climate. Wilson stated that we were perhaps in the same position in December of 1975. In many respects, he was correct. Professionals were using strategies based on personal or professional biases. Interventions were being employed independent of scientific data identifying the most salient reasons for the current climate in schools. Even though our knowledge base and understanding of the causes remain incomplete, we must continue to emphasize the development of appropriate intervention strategies.

Since 1975, increasing attention has been brought to bear on both school crime and climate. In February 1977, Senator Birch Bayh of Indiana presented the results of an intensive investigation into school violence and vandalism which was mentioned earlier. It appeared to be most appropriate that the report was made public at the National Education Association Conference. The title—*Challenge for the Third Century: Education in a Safe Environment*—served to stimulate the conscience of educators and law enforcement officials alike. The study's results indicated that violence and disruption were indeed prevalent in the schools. However, it recognized that the answer did not lie in attempting to make schools more like detention centers and prisons.

There is already evidence that peers play a major role in influencing disruptive and delinquent behavior. Elliott and Voss (1974), who conducted an extensive study in Philadelphia using longitudinal data, concluded that environmental control is an important factor influencing youth. In reviewing the finding of the Subcommittee, we note their emphasis was on a philosophy that supported programs requiring active involvement and support by all members of the educational community. Instead of advocating force vs. force, the Subcommittee stressed establishing partnerships to address problems of common concern.

Following the Subcommittee report, educators continued to address the school climate issue in a number of ways. The entire issue of *Phi Delta Kappan* for January 1978 was entitled "The Problems of Discipline and Violence in American Education." This

special issue contained a number of enlightening essays which assessed the extent of the problem, explored the approaches used by various role groups within school settings, and discussed several strategies. William Glasser's article dealt with the causes and remedies of disorders in the schools. In sharing his model for success, Glasser used a term which embodies the philosophy upon which the SCIC is based. He believes in giving youth a "stake" in the schools. In this way, youth becomes increasingly committed to the institutional goals and objectives. More important, they can assume positions in the organization which invariably encourage further involvement through influencing the decision-making process.

While Glasser's approach is encouraging, it should be noted that he is not alone among the community of educators who believe in participation. His views are shared by many practitioners involved in the juvenile justice system. Among the numerous research findings which support Glasser's notions is the work of Elliott and Voss (1974). They consider normlessness in the school the best predictor of delinquency in both boys and girls. Further, an environment of delinquent youth who are already alienated compounds the problem of disruption and delinquency among peers.

Numerous examples of research conducted in various parts of the nation suggest approaches to deal effectively with disruption in schools. However, it was Congress which mandated a national investigation to determine the frequency and seriousness of crime in elementary and secondary schools in America. The 1974 amendments to Public Law 93-380 directed the Department of Health, Education, and Welfare to conduct what is now known as the Safe School Study (1978). When the results were presented to Congress on January 24, 1978 by the National Institute of Education, the American public was provided with empirical data based on extensive and systematic surveys of members of the school community across the nation. These responses from students, teachers, and administrators reaffirm the beliefs shared by those closest to the problem in both juvenile justice and education that active and meaningful involvement on the part of youth in education programs can be most effective in improving school climate. How are some of the Safe School Study's findings:

Violence and disruption are not specific to urban areas—neither are they suburban or rural problems. There are varying degrees of uniqueness to each separate geographic area.

Methods must be developed to solve the problem of educating masses of students in large schools while maintaining the close personal relationships characteristic of neighborhood schools.

Violence and disruption are not problems specifically related to race or ethnicity.

The building principal is a key character in determining whether or not any given school is in turmoil.

Parental involvement contributes heavily to an improved school climate.

Perhaps the finding that has most meaning for the Office of Juvenile Justice and Delinquency Prevention (OJJDP) and Teacher Corps is that school violence and crime are problems that encompass more than either education or juvenile justice alone.

The Commitment of Two Agencies

Teacher Corps and OJJDP shared a commitment to troubled youth. Beyond the legislated mandates to engage in innovative programming, both agencies possessed staffs committed to improving the climate in schools. OJJDP has established itself within the juvenile justice system. It has credibility among the many professionals who are charged with providing for the welfare of troubled youth. OJJDP has also developed a reputation for promoting the flexibility to encourage a wide variety of innovative program designs. This flexibility was supplemented by an ability to implement a broad range of program designs.

Teacher Corps and OJJDP also shared the strong commitment to fostering collaborative relationships. Teacher Corps had begun to work closely with all school staff and with local communities. Further, there was already a network in place committed to improving school climate in the form of the Youth Advocacy Loop. The existence of ten active Teacher Corps projects designed to demonstrate methods of improving teacher education in low-income schools was most fortunate. The ten provided a diversity of sites in urban, rural, and suburban areas. The diversity did not come about on the basis of any prescribed formula, but reflected the level of participation in Teacher Corps programs nationally. It is significant that the balance encouraged testing and application in model development in a variety of settings. Within the diversity of projects, there appears to be an inherent recognition that school climate issues are not restricted to any specific type of low-income community.

In the following chapters the reader will find strategies evolving from what is hoped will become a more frequent practice in federal funding. The interagency agreement between Teacher Corps and OJJDP represents the kind of partnership that can serve to address some of the more complex social issues. The underlying philosophy assumes that school climate can be enhanced through training for both students and teachers. A part of that philosophy is the belief that youth can play a significant role in helping resolve those critical events that impact on their lives. The approaches growing from these philosophies have been extensively field tested and have been successful in many instances. This monograph documents how two federal agencies working together can introduce change to improve school climate.

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PART II
STUDENT INITIATED ACTIVITIES: HISTORY AND PRESENT STATUS

Student Initiated Activities: History and Present Status

Jacqueline Lougheed and Judi Friedman

In 1975 the Office of Juvenile Justice and Delinquency Prevention (OJJDP) began its national school crime initiative by funding a study through Research for Better Schools, Inc. Entitled *Planning Assistance Programs to Reduce School Violence and Disruption*, the study was to provide OJJDP with an information base and suggested strategies to help develop an effective national program to reduce crime and disruptive behavior in the schools.

Part of the study examined a number of federal programs designed to assist schools in solving a variety of problems, including attempts to improve the climate of the school environment. OJJDP had already determined that if a successful effort was to be launched to prevent and reduce crime in the schools, it was essential that the U. S. Office of Education be involved. One of the programs identified as potentially effective in this national initiative was the Teacher Corps. A possible interagency approach was consistent with the legislative mandates of the Juvenile Justice and Delinquency Prevention Act of 1974, the enabling legislation for OJJDP. Specifically, Section 204(b)(4) of the Act states that the Law Enforcement Assistance Administration's Administrator shall:

> implement Federal juvenile delinquency programs and activities among Federal departments and agencies and between Federal juvenile delinquency programs and activities and other Federal programs and activities which he determines may have important bearing on the success of the entire Federal juvenile delinquency effort.

In addition, Section 224 calls for the funding of projects to assist public and private agencies in providing services for delinquent youth and those in danger of becoming delinquent. Other projects

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focus on the reduction of unwarranted suspensions and expulsions from schools through "educational programs or supportive services designed to keep delinquents and to encourage other youth to remain in elementary and secondary schools or in alternative learning situations" (Sec. 223 [a][10][E]). The 1977 amendments to Section 224 are even strong in their encouragement of cooperation in programming, calling for coordination with the Commissioner of Education "to encourage new approaches and techniques with respect to the prevention of school violence and vandalism."

Thus, in the spring of 1976, talks began between OJJDP and several divisions within USOE to examine the possible joint strategies to deal with school crime and disruption issues. As a result of these discussions, OJJDP negotiated interagency agreements with two programs within USOE, the Alcohol and Drug Abuse Education Program (ADAEP) and Teacher Corps. The agreement with ADAEP provided that their regional training centers would be used to train multidisciplinary teams from schools across the country in problem solving skills. Such skills would allow the teams to develop effective programs to reduce school crime and disruptive behavior, using those techniques which the centers had already found effective in dealing with alcohol and substance abuse problems in schools.

In initial discussions with Teacher Corps and subsequent discussions within Teacher Corps, it was decided that an interagency agreement with OJJDP—for the purpose of a demonstration effort focused on reducing crime and disruptiveness in the schools and the possible reduction of concomitant fear associated with these acts—was both desirable and appropriate. It was also decided that the already operative Youth-Advocacy Teacher Corps projects, ten in all, would provide an appropriate location for support to and involvement in this interagency agreement. Youth Advocacy Teacher Corps projects focus on strengthening educational oportunities for school-aged children and youth identified as delinquent, predelinquent, or disruptive. These youth are housed in detention centers, incarceratory institutions, public or private nonprofit alternative schools for delinquent youth, or special centers within a public school which serve the special needs of juvenile delinquents and/or youth offenders. In concert with this focus, the Youth Advocacy projects provide continuous professional development for staffs working with troubled youth, while aiming to develop more effective teaching and management strategies to improve the

education environment for troubled youth. Their efforts also work toward strengthening the community, agency, institutional, and judicial linkages to work more effectively on behalf of troubled youth.

Having decided upon the appropriateness of the activity and selected its sites, the two agencies drew up a statement of agreement. The activities thus added to the already existing projects became known as Activity II, with the original project activities, from this point forward, being known as Activity I. Each Youth Advocacy project was given the opportunity to submit an amendment for Activity II and all projects submitted and received addtional funding. The proposal writing and approval, as well as budget negotiations, took place in a very short period of time.

The agreement specified several important features. Students participating in the activities were to be recruited from a cross-section of youth at the selected school. Students were to be included who had been involved in activities disruptive to the school and community, had been involved with the juvenile justice system, were viewed as potential school drop-outs, or were viewed as potential disruptors. In addition, it was considered critical that troubled youth should work with students holding traditional student leadership roles. It was hypothesized that such a cross-section of students could legitimatize and make viable a mechanism for personal expression about things of real concern. The second major feature of the effort was the identification of student-based initiatives as the intervention strategy. The reasons for this selection and its interpretation need further discussion.

The idea for student-based initiatives was generated out of the concept of youth participation. This concept has been an integral part of the philosophy of OJJDP since its inception. The Juvenile Justice Act, for example, calls for a National Advisory Committee for Juvenile Justice and Delinquency Prevention, one-third of whose members must be under 26 years of age. A similar requirement is made of state juvenile justice advisory groups. In addition, states are mandated to use funds for advanced techniques to prevent delinquency, including "youth initiated programs and outreach programs designed to assist youth who otherwise would not be reached by traditional youth assistance programs" (Sec. 223 [a][10][G], as amended). The 1977 advisory group members "shall have been or shall currently be under the jurisdiction of the juvenile justice system." In addition, Section 224 calls for the development of community based

programs which are defined to include "consumer," i.e., youth, participation in the planning, operation, and evaluation of their programs.

The OJJDP has consistently reflected a concern for youth participation and involvement in all of its national program initiatives as well. A major selection criterion for awarding grants in, for example, the areas of deinstitutionalization of status offenders, diversion of youth from the juvenile justice system, and prevention of juvenile delinquency, has been the extent to which applicants involve youth in assessment of needs and service options, and in the planning and implementation of youth service programs and activities.

Youth Advocacy Teacher Corps project personnel and others in the fields of juvenile justice and school intervention programs for troubled youth agree with the premise supported by OJJDP legislation and programs, and some of these same people have helped in the formulation of this premise (YATCL, 1976). The premise states, in effect, that the higher the level of involvement and participation youth have in making decisions about significant areas of their lives, and the greater their ability to act upon their decisions, the greater the probability that these activities will impact positively upon their behavior, reducing acts of disruption and destruction. The relevancy of a psychology of participation to crime and delinquency problems has been the focus of several studies (Fishman, 1965; Schurtzgebel, 1954). This relevancy was implicit in the work of Lewin and his followers (Cartwright, 1951), and explicit in the writings of Cressey (1955) and Cloward and Ohlin (1961) on delilnquency and opportunity structure. This relevancy is further amplified in a paper prepared by Doug Grant (1970). We are not suggesting, nor do the studies cited suggest, the extent to which there is a direct positive link between legitimate participation and delinquency prevention. But the fact that the link exists is grounded on sound theoretical formulation and data gathered from the incorporation of various strategies used to promote youth participation. A major strategy for developing new roles for youth in society was developed as New Careers[1] (Pearl & Riessman, 1961).

[1]New Careers is a concept that includes developing new human service functions through redefining jobs and professional roles; providing entry level jobs for the poor and disadvantaged groups with provisions for upward mobility; and making changes in institutions, agencies, and government to reshape training programs to prepare the new trainees and give them new careers in the world of work.

From this beginning came several efforts sponsored by the Commission on Manpower Training and Development, Office of Economic Opportunity, and the Departments of Justice, Labor, and Health, Education and Welfare. These efforts focused on providing youth and adults a way to participate in constructive approaches to social change through established institutions.

A major effort to promote new roles for youth through Youth Participation programs came from the National Commission on Resources for Youth (NCRY). This Commission was established as a means of helping young people in the difficult transition from adolescence to constructive adult life. Part of its effort has consisted of finding, promoting, and giving assistance to programs that enable young people to participate in productive activities and to assume real responsibility for what they do. Another part of its effort is to help describe and define Youth Participation programs:

> Youth Participation can thus be defined as involving youth in responsible, challenging action that meets genuine needs, with opportunity for planning and/or decision making affecting others, in an activity whose impact or consequences extends to others — i.e. outside or beyond the youth participants themselves. (NCRY, 1975)

Selecting a youth participation format as the major intervention strategy, therefore, has experiential and research backing. Both agencies were in agreement on the viability of the strategy to promote and support new levels of involvement and participation for youth, which in turn might promote more positive responses from young people. In the final interagency agreement, the suggested intervention strategy of student-based initiatives was renamed Student Initiated Activities (SIAs) by Clarence Walker, Washington Coordinator of Teacher Corps Youth Advocacy Projects. Walker made this name change to promote the idea that youth should have the opportunity to express their ideas, pursue their own interests and, thereby, have more control over their activities. When asked recently to reflect upon what he meant by SIAs, he reaffirmed his major concern that youth need to get involved in making decisions by planning, implementing, and assessing activities that have real meaning in their lives. He spoke of how parents, teachers, and most adults expect young people to shoulder responsibility, taking care of themselves and often their brothers and sisters. They are continuously expected to do, but seldom given the opportunity to influence and determine what they do and how it is done. It was

his hope that through this effort, with the guidance of responsible, accepting adults, new roles for youth would emerge.

Our effort, therefore, in Activity II is to take SIAs into various school settings to test their viability and utility in changing participant behavior and affecting certain climate factors within each setting. This is the first time that this intervention strategy has been used for this particular purpose. It is innovating and exciting work, but complicated and difficult. There are certain facts that are extremely important when considering this strategy. First, SIAs constitute a *process* which takes place within a given social system. This social system can be a temporary one which operates in the context of more permanent social systems. All these in turn set parameters for the process, how it will operate and how far it can go. The quality of the process is described in terms of the developing roles youth and adults play and the access this provides youth to new roles of responsibiltiy leading to behavioral change.

It is imperative, therefore, not only to understand the process and its limits, but to be knowledgeable about a host of other factors. Some of the more important factors include: the values, attitudes, and behavioral patterns of youth and adults; how much change the system tolerates; and the best strategies to push it to its limit.

As each Youth Advocacy Teacher Corps project developed its own individual program, it had to deal, therefore, with the ramifications of the process within its own particular social context. What has resulted is a very interesting, exciting array of programs that demonstrate a variety of program support structures, activities, and outcomes. Each program will be described in considerable detail in Part IV below. They represent excellent beginnings of an effort that will take continued time, development, and support.

This demonstration effort will be evaluated in several different ways. First of all, each project is carefully documenting its individual efforts and outcomes. Secondly, the Washington Teacher Corps Office, under the guidance of Arthur Cole, is conducting a cross-project evaluation expected to generate a number of questions around which can be built and systematically tested further models of intervention. This will primarily be a process evaluation utilizing an ethnographic approach. Such an approach promotes sensitivity in identifying many subtle differences between and among various elements.

The projects will also be evaluated by Social Action Research Center (SARC). Their evaluation will consider four areas: *quality-*

control—determining the original intent of the programs, what was done, whether there was a discrepancy between intent and implementation, and reasons for the discrepancy; *model development*—determining theory (hunches, hypotheses) underlying the various approaches used and the strategies undertaken to implement them; *developmental process*—documenting what was involved in bringing about change in the school and the factors which influenced this change in terms of process and outcomes; and *outcomes*—evaluating changes in school climate, level of crime, and fear of crime.

From an experiential point of view, the key role adults play in this endeavor is becoming increasingly apparent. If the adults basically trust themselves and young people, and if they have confidence in their own competence, and if they allow students to experiment and develop skills, and if they themselves know how to guide this process without dominating, and if they can handle ambiguity and failure and help kids do the same, while envisioning new roles for themselves in a growing, changing, reciprocal interchange with the young—then the process will flourish and students will initiate, change, and grow. If, on the other hand, adults thwart initiation and see no new roles for youth in sharing, expressing, and being—then many will remain or become discouraged and frustrated, so that the process and perhaps our hopes will die.

What we are attempting to do is important, and we hope this will be apparent. In the following pages you will find individual project and cross-project efforts in both staff and program development. We are pleased that these efforts all tend to support the viability of using Student Initiated Activities—not only to change behavior but to open up new roles of responsibility for the young.

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PART III
CONFERENCE REPORT

The Youth Participation Conference on Student Initiated Activities

Meadow Brook Hall
Oakland University
Rochester, Michigan
November 8-10, 1977

The Youth Training Component for the Conference

Barbara McDonald
Pamela Miller
Harry Thompson
Harry McEntee

Vermont Teacher Corps
Activity II
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The Youth Training Team of the Vermont Teacher Corps, Activity II project was given the task of developing and implementing the 2½-day youth training sessions at the conference. The planning process that the team used is the same process they had previously used to train Burlington, Vermont high school students in problem solving/action planning. The aim is to train youth to assess present reality in a pragmatic manner, decide what they would like to see happen, understand what can help or hinder in the process, and derive a viable plan of action in order to achieve the desired outcome. The four-member Vermont team combined its experiences in facilitating SIAs with an operating style that included collaborative team planning and a flexible, informal system of rotating leadership and support functions. This process could be described as the assumption of leadership depending upon the task.

The Vermont team put together a preliminary draft of a general workshop structure which expressed their philosophy of a proactive training model for youth to participate on equal terms with adults. The model consisted of four basic components:

I. Data gathering
   A. Participants: all dealing with the 6-step plan presented below
      Presenters (forum)
      Youth
      Adults

27

B. Actions

Presenters talk about their ideas and concerns about youth participation.

Youth and adults gather data: What questions do I have?

What are the implications of this presentation for me?

II. Data analysis

A. Participants

Youth (small-group discussions)

Adults

B. Actions

Youth discuss the implications of the presentation for them as they initiate activities.

Adults discuss the implications of the presentation for them as they facilitate Student Initiated Activities.

III. Feedback

A. Participants

Presenters (large discussion groups of adults and youth)

Youth

Adults

B. Actions

Presenters serve as resource people to discussions.

Youth and adults identify possible areas of cooperation for SIAs.

This four-segmented cycle was to be repeated every day with each new presenter. The cycle provided participants with an analytical framework to review, share, and integrate new ideas and experiences related to their at-home Student Initiated Activities. The focus of the sessions was problem solving, e.g. "What is my problem? And how can I be more effective in solving that problem?" The problem solving/action planning cycle used by the Vermont team was presented to the youth. Its six steps are:

1. *Condition* (What's happening?)
2. *Problem* (What's the matter with that?)
3. *More desirable condition* (What should be happening?)
4. *Alternative action* (What could be done?)
   a. Helping forces (things that would make this easy to do)
   b. Hindering forces (things that would make this hard to do)

5. *Goal-plan* (Which will I do?)
6. *Action plan* (How will I do it?)

In summary, this conference provided practical experience for people interested in grasping the opportunities for continued and improved youth participation programs. Youth reactions show that in many ways it was a highly successful venture. More exciting, however, was the raft of ideas and projected activities that point the way to improved youth participation training opportunities for the future.

29

The Adult Training Component for the Conference

H. W. Meyers

Project Director
University of Vermont

The training design for the adult members of the SIA Conference was planned by a five-member committee representing five of the ten Youth Advocacy Teacher Corps projects. Early in the planning process the committee endorsed three major goals for the adult component of the training:

- to discuss the various approaches to helping students design worthwhile (educationally sound) activities
- to share experiences across the Youth Advocacy projects related to youth participation
- to help people and projects advance their own planning related to Student Initiated Activities.

In order to accomplish these goals, the training design was structured with the following features:

1. *An emphasis on divergent expert opinions shared through large-group presentations.* Early in the planning the notion was expressed that there existed a continuum of approaches to Student Initiated Activities. This continuum ranged from what was termed an "open" or totally student initiated and directed approach to a "closed" or teacher directed approach with students initiating activities only after much training and task definition. Divergent opinions were expected and received from project staff, experts, and students.

2. *Small-group sessions which followed presentations and focused on the reality testing of assumptions from the direct experience of projects.* Conference planners were well aware that the

theory and practice of any approach in education are likely to be discrepant. Small-group sessions were structured on topics designed to elicit discussion of these discrepancies. We expected that issues of leadership, personality variables, and management structures would all emerge in one form or another as affecting the outcome of SIAs. The planners hoped that, given all of the above issues, principles of the design of SIAs which were independent of the issues would likewise emerge.

3. *Intraproject team meetings scheduled at critical intervals throughout the conference.* The team meetings were designed to extend and refine what projects were already doing in the areas of student initiatives. With respect to team meetings and small group discussions, guide instruments were developed in advance and formed the basis for interaction. Sessions were structured by identifying, in advance, group leaders and recorders. Team meetings were also an attempt by the planners to link the "here and now" of the conference with the "back home" situation of each project. Because of the diverse membership of some project teams we expected that some teams would perceive this relevance at a greater level of significance than others. In fact, team participation did range from planning site specific SIAs to "thinking about back-home implications of SIA" to avoiding team meetings. Some teams used the time to discuss issues only peripherally related to SIAs.

4. *Panel discussions drawn from projects and experts designed to focus on critical issues in the area of student initiative.* One particular panel was designed to focus on the expertise, as related to SIAs, of the Activity II associate directors. Since the conference was planned to be broad in scope by the committee of the Youth Advocacy Loop, Acitivity I directors felt that we should give high visibility to Activity II. The placement of the panel on the conference agenda was also designed to raise issues of management and governance between Activity I and Activity II.

5. *A project sharing festival where multimedia presentations from all projects were shared.* Prior to the conference it was well known by the planners that each project had developed media presentations which documented varying approaches to SIAs. In keeping with the notion of the continuum, we thought that these presentations would be a graphic illustration of the continuum. The festival was also designed to elicit investment in the process of the conference, giving each project due recognition for its effort. Another dimension of the recognition goal, dissemination of project

products, was directed towards invited guests from National Teacher Corps, the National Commission on Resources for Youth, and the Law Enforcement Assistance Administration.

6. *Session evaluations which monitored the participation and outcomes of each of the above components.*

The planning committee also agreed that certain principles of interaction should be reflected in the training design. These principles, in summary, were:

First, that there would be maximum opportunity for participants across the two activities to share ideas, problems, and issues.

Second, that the conference should produce a statement (a product) on the design and implementation of student initiatives in schools and communities which could be shared with the field of human services.

Third, that youth be involved with adults in the discussion of issues and in team planning. This principle necessitated the integration of youth into the adult training design. This was facilitated through close coordination with the conference's youth training component, designed by the youth training teams from the University of Vermont (described above).

A fourth principle was that the conference design be flexible and responsive to the needs of participants, both youth and adult. Daily conference staff meetings were designed to review conference evaluations, sense the climate of the group, and readjust schedules where appropriate.

The fifth, and perhaps most important, of the interaction principles was that the conference be informal and fun for participants. The climate of planning, session introductions, and informal gatherings counterbalanced the more formal nature of Meadow Brook surroundings. Mistakes in conference logistics were readily admitted with good humor. The conference schedule strove for a balance between structured interaction and time for relaxation and letting off steam.

Logistics of the conference were handled by a competent staff at Oakland University. Working closely with the planning committee, they produced conference materials as needed and adjusted food service, transportation, and meeting room assignments as program changes were made.

Focus Groups

John Goodman
Monograph Editor

On the afternoon of the first day, the conference adults split up into five "focus groups." The nominal topics were: community involvement, teacher training, evaluation, curriculum, and alternative programs. Each session lasted about 45 minutes and was repeated once so that conferees could attend more than one session of their choice. In some ways, the interchanges developed in these groups turned out to be the heart of the conference. Thus, we thought it worthwhile to give you a summary of what was discussed. Not surprisingly, the subjects varied considerably from the "assigned" topics. Again not surprisingly, more questions were raised than answered. But here, basically, is what occurred as the recorders documented it on the following day. We've organized their material under five general headings.

Insight into Our Own Programs

Actions, Needs and Responsibilities

"We started out talking about action plans, things we had heard that we could take back and put into effect in our own situations. We talked about involving students in the political process, taking them to school board meetings, and the reasons for doing this. We talked about the need, or the lack of need, for youth advocates: Do the kids need us, or can they do it by themselves? We talked about negative labeling and 'useless' people. And we got to talking about labor, and career planning, and linkages, and we started talking about future possibilities with other agencies. We discussed whether it was our responsibility to draw real pictures for the kids, or to help them get experiences, or just to provide them with opportunities."

Objectives and Goals

"What about goals? We finally got to the many problems in implementing programs which have very long-range goals. It's very

frustrating, if you're trying to change a whole system, to have kids working in a project where they can't possibly achieve the end goal, which may have to do with changing the law. Still, we shouldn't do away with these kinds of goals and objectives, but should start working with those things that are real and can be dealt with right now."

Getting Community Support

"Our group was community-focused, and we happened to look at one area of ownership, which was cross-cultural problems that exist within the community. Since we found ourselves often saying, 'we,' 'them,' and 'those,' as opposed to 'I,' 'me,' and 'mine,' we tried to find ways to develop support systems so that our community people weren't out there alone. At the same time, we felt that the focus of a Teacher Corps project should be to pull the full staff together, and then look for additional support systems within the community. One of the things we explored was an interagency kind of model that would pull together people who have a similar focus as youth service groups. These people, in turn, would look at the programs our youth have developed and help us find ways to institutionalize these programs once they were developed."

Communication and Affective Sharing

Teacher-Student Frustration

"For the majority of the time, a teacher from Maine was talking about kids who were having difficulty initiating activities because they were frankly rather experience-poor, as she saw it, bored, rather passive. As she termed it, they were a kind of Sesame Street, entertainment group. And she was under enormous pressure: On the one hand, she wanted to serve them and knew they wanted to learn, but neither she nor they could figure out how to get out of the situation they were in. And she was very overworked, trying hard through inservice efforts and any other means possible to meet the needs of these kids. She and the kids were having a lot of trouble, and I think some of her frustration and guilt was supported and shared by a lot of people there—it's tough to be a teacher, and it's oversimplified to refer to teachers negatively or pejoratively, just as it is oversimplified to speak of kids as lazy and no good. We're products of circumstances, well-intentioned, and we have to find ways collaboratively to get out of that bind. We need each other."

Youth Training

"A lot of people in our group were very interested in learning more about what Harry Thompson was doing with his Young Adults group. They were very impressed with what happened yesterday (the kids' presentation to the adults) and throughout the conference. They were feeling a real need to know more about what's going on. Looking across our group people were saying 'How many of us have really developed any kind of training program that looks at leadership and management skills for youth? What happened, what was the process that brought those young people to the point at which we saw them yesterday? We'd like to know more about how that works.' "

Defining Power And Ownership

Defining Alienation

"How do you get a handle on the problem of alienation so that you know what to do next? How do you define the problem in such a way that you know how to reorganize, regroup, try a new strategy? Trying to define the problem led us to the question of the ownership of the problem. Who owns the problems and who owns the solutions? If a kid is defined as a troublemaker, he has been defined as the problem. Guess who owns the problem? Guess who usually owns the solution? So the question of ownership of the problem really came out strongly. How you define it has something to do with who owns it and therefore the appropriate strategy for changing it."

Defining Power

"Ownership led us to another topic which came up over and over, and that's power. Who is in power, who is enfranchised to start negotiating solutions? Who is enfranchised to define the problem in the first place? One of the ways we systematically exclude kids is by defining them as problems. Therefore they get to be put out of the way. Power is a very important consideration in your projects and in any attempt to introduce innovations. Then the question becomes, where does power reside? Can you change power by changing a person's feeling of powerlessness? Or does power reside in groups or in situations and in relationships of one group with another? And what does that mean for what you have to change?"

Power, Politics, and Money

"We also looked at the idea of power and discussed both student power and power as it relates to political structures. We talked about one of the SIA projects which has looked at student power and has given students money. And money, of course, is power. What kind of impact did that have on students? If they initiate projects yet don't control the pursestrings, maybe that's something we might want to look at further."

Employment, Jobs, and Careers

Training Without Jobs or Careers?

"One of the members of our group made a statement that was, at the time, not earth-shaking, no skyrockets went up, but she asked, 'Are we setting up the kids for a fall? Because if we're giving them training in career areas, then we're not giving them a job. What are they going to do when they're through with the training and there aren't jobs out there for them?' Well, we didn't deal with this issue, and I don't think I or the rest of the group was prepared then to deal with it, and there was a lot of silence, an uncomfortable silence. So we started talking about inspiring people back home (we had talked earlier about how we were inspired); then we talked about self-awareness programs to reduce teacher-student fears, and they really sounded nice. But then somebody in the group said, 'Hey, we've got to come back to the question of whether we're setting these kids up for a fall.' So we started dealing with what our purpose was in career education: Should we put money into creating jobs? Should we train kids in the differences between jobs and careers? Should we help them get jobs or work on careers or do both? We wound up talking about whether we can influence the business community, or whether we are able to expose kids to new careers. And what about our responsibilities? We didn't resolve any issues, but in our own mind we generated some questions that each of us is going to have to go back and deal with at our own level. And I wished we had another 40 minutes to continue."

Money, Community Problems

"We dealt with some of the same things. We started out really trying to get into the employment issue and the importance of having some kind of incentive for kids. Money is very real and very tangible; therefore it's a reasonable thing to use as an incentive, and

it's a great need. People raised such issues as child labor laws preventing kids from getting jobs;and one of the solutions might be to have kids develop their own jobs, like landscaping or doing projects for people in the community. But then we ran up against the other problem—when the community won't accept kids, especially those they've already labeled as disruptive or bad or delinquent. And we didn't really come up with a solution for that."

Focus on the School

One of the problems about employment, though, is that it can be a very temporary kind of thing. You can get a kid a job, and that's great, but then what happens to Art Pearl's notion of careers or building something for a student or youth that's going to be meaningful later on—and useful—as opposed to just having a temporary job and getting some money for the moment. We also looked at the focus of the Activity II program, which is really to cut down on crime and disruption in the schools, relieve some of the problems there. Although you may be helping individual kids, by getting them jobs or having a particular program going, what's really happening back at the school? If you don't focus on the school itself, you've defeated part of the purpose of the program. That means involving all the kids at school, not just isolated groups, and insuring that teachers know what's going on in our projects."

Alternative Programs

Different Students Learn in Different Ways

"All our lives we are given choices, except in school. We can choose what to wear, what we want to eat, what church we wish to attend; but in school, everything's decided for you—subject matter, content, and method. Students need other alternatives, other exposure beside the basic disciplines and skills. Because educators tend to be negative, they fail to stress areas in which students can succeed. Still, some kids succeed in spite of circumstances or their teachers. Robert Barr talked about his father, who only completed 5th grade but has been highly successful in agriculture. Mary Kohler's son could not or would not read until the 6th grade, despite questionable efforts of his teachers. He has now finished Harvard and is well situated in his career. Alternative schools can no longer be looked at as dumping grounds for 'dumb' kids. In fact, most delinquents, potential drop-outs, and underachievers probably were just as happy to get away from the traditional routine as the teachers

and principals were to be rid of them. Alternative programs need to demonstrate that different students learn in different ways. Educators must discover what students *can* do, designing the curriculum to address the particular needs of the student, allowing him to choose and take part in the formulation of his courses. Finally, such schools ought to be staffed with teachers who are seriously concerned about the needs of these kids, who realize that there are other, positive alternatives to traditional education."

KEYNOTE SPEAKERS

This chapter presents extracts from speeches by the three major presenters at the Conference, Bill Smith, Mary Kohler, and Art Pearl. All three were extremely well-received and their remarks, without exception, proved pertinent and interesting to the audience. However, we have tried to keep the extracts relatively brief so as to maintain a dual focus—on Youth Advocacy and Student Initiated Activities. Each speaker brought to bear a unique perspective which we hope will be evident.

WILLIAM L. SMITH
Director, Teacher Corps
U. S. Office of Education
Washington, D.C.

I'd like to start by pointing out that our Youth Advocacy program is continuing to grow, and it grows primarily because more and more people are recognizing that there is a void in what is being done in education, especially at the secondary school level. The greatest shortcoming we find in our system is that society starts by assuming that young people are nonexistent, until they reach the magic age when they turn the dial and become adults. But nowhere do we provide them with the experiences to gain responsibilities. This conference, in effect, is a way of doing that. . . .

Activity II (Student Initiated Activities) probably evokes the greatest amount of emotion because it has the greatest amount of diversity in legitimately involving people in its process. Young people in Activity II have had experiences that transcend the kind of experiences one typically finds in the suburban schools. School staffs are necessarily seeing themselves not as the dominant force, but as the partner in a process of youth initiated activity. Very often some are worried about giving the kids too much power, that they will interfere with the process of the school. SIA is, in many instances, a potpourri that creates threatening experiences, challenges, and many situations that are very tension-laden. But that is natural. One of the things to do is simply to recognize the importance

of the experience, and not be afraid to realize that at times emotions will be high simply because people want to move on. Then you will have to step back and deal with whatever the circumstances are, in a manner of detachment that may be new and difficult. Another important thing to do is deal with staff and students straightforwardly and openly. One thing that prevails in every project is that people at least feel, whether they agree or disagree, that they know what is going on and can recognize the importance of the experiences.

. . . We need to be sure that we are providing, for LEAA and for ourselves, the best possible documentation of the processes used and the products derived from this experience. We would like to be sure of getting back to LEAA knowledge of experiences that can help them make decisions about what needs to be done, in order to be sure the program is strong. Teacher Corps also needs to be answering other kinds of questions. We are finally reaching in our society a realization that alienation in youth results from society's continued practice of exclusion of adult-like experiences for young people. Young people must become accountable and have new experiences that they can draw on to be able to face what we call the "adult world."

That to me is very important. I think it is reflected in not only our institutions of higher education, but in our high schools and, unfortunately, in our junior high schools. What we find is that our school people try to emulate the next highest order. I think it is becoming clear to us that the business of test scores, the business of affective behavior, the business of necessary reform are forcing school people to recognize that maybe the middle school notion may not really be the best way to bring child-centered education into the secondary schools. Or perhaps they are going to have to reexamine what we are doing in elementary, so that more and more experiences happen at an eariler age. Somehow the relationship between elementary experiences and junior or middle school experiences has to be changed to fill the gap that is going to continue to increase.

The Youth Advocacy program is in the best possible position to deal with that question. The bottom line of this is in the title—the advocacy of young people—and helping young people make the transition into our adult society, or helping our adult society recognize the need to provide a transitional process for young people to join them. . . .

Today's junior or senior high schools have a group of teachers in

them who have some fears about interacting with kids, simply because they don't have the skills and techniques for identifying the problems facing the kids. I see a direct inverse relationship between the age of the kids and the level of competence of the teacher. The older the kids become, the less competent the teacher becomes. Worse than that, teachers feel inadequate to cope with the behavior and attitudes of the kids because they don't know how to deal with them. One of the additional problems we have is finding a way to help teachers use that knowledge base and that technology as a resource, instead of experiencing uncontrolled frustration. So you begin to recognize the importance of making sure that the things you are doing are documented in such a way that they can be shared, that they can be shared with people who have no Teacher Corps program, but who may be at state departments of education or local educational institutions. People out there are hungry for information. . . .

I think our whole Teacher Corps program, especially Youth Advocacy, becomes the prime vehicle to look at how we extend the school to the community. The basic premise is that the school belongs to the community, but we sometimes fail to develop strategies to bring the school to the community or the community to the school. Historically, parents are reluctant to go to the schools because in most instances they are asked to come only when there is a problem. Our Youth Advocacy program has developed strategies whereby parents get an opportunity to come to the schools, not necessarily for "play day" or "open house," but for activities that can benefit the parents and give them a sense of positiveness about the business that is being conducted in that building. . . .

JUDGE MARY CONWAY KOHLER
Director
National Commission
on Resources for Youth, Inc.
New York

I think very strongly that youth need advocates, and by an advocate I mean somebody who is charged with doing something to help them grow up to an orderly life. I am almost 75 years old and my youth began very differently than the youth of these kids. By six

years old I carried heavy responsibility, and most old people today, if they were honest, would tell you that. Today's world doesn't give young people that privilege. It keeps them there: "We'll get to you later—go to college, do as we say, and we'll find a way for you later." We are not even finding a way for them now after they leave college. We are not a nation that cares very much for youth; nor do we have many advocates for youth. By an advocate, I mean somebody who will act for them and can speak out as to their rights, but to do this you have to have kind of an overall philosophy of youth. And to do that, you must reflect that youth is actually our greatest and most vulnerable minority in this country. If we don't have a philosophy behind what we do, we're going to treat youth much as we have treated the aging because of our misconception of ages. You know I ought to be up here shaking and saying "H-o-w d-o y-o-u d-o?" and sit down. I shouldn't get in anybody's way. I shouldn't hold a job. I shouldn't let 50 years of experience count for anything. I should settle down and just look after my grandchildren and, hopefully, great-grandchildren before long. That is a misconception of old age, but we're forcing older people to live up to our expectation of them. And, it is a great human waste. We are doing exactly the same thing with our young people. . . .

What I'm pleading for is a society which offers young people a chance to truly participate. Now, youth participation means to me one factor in the development towards maturity, to operate in the real world. It also means a certain kind of program. I notice your brochure defines youth participation just as we define it, and I notice you have student initiated activities as if it were something separate. Really, they both can be melded as you give that definition.

First, we think the activities undertaken must be seen by the youth and the adults as something useful, some useful service. Certainly not just for fun, like a walkathon to raise money for some agency; that's fine work, but it is not youth participation. It must meet a genuine need. Those being served have to think that it is a genuine need as well as the kids. We also think that it has to have some relationship with adults. We don't want them just supervising and harrowing the kid every step of the way, but we do think it's the opportunity to get into a relationship with an adult that is very different from what most teenagers have. Most teenagers know their parents pretty well, at least they think they do, and they know their teachers. But, you know, both of those persons are in authority

and they're not accepted really as equal. Instead of clients, youth should be our colleagues.

We think a good youth participation program lets the young person carry responsibility for the planning, for decision-making, and for conducting the program—the real responsibility. Now, in student initiated programs I think there's an important role for the adult. I think sometimes we sell out because we are too uncertain about how to conduct ourselves. We're not sure of ourselves so we fall into that authoritarian approach. I think, rather, if we could see ourselves as facilitators and colleagues we'd be better off, placing the major responsibility on the kids, but helping them and letting them make their mistakes. We learn by mistakes, that's not failure. That's the way most of us have learned. . . .

Also we think the activities that are developed have to take the kid beyond where he is, offer him a challenge. It has to help the young person grow, it must help, it must be a challenge to him to be constantly, constantly growing. Otherwise, it's not, in our terminology, youth participation. The activity of the young person must affect somebody outside of himself. That is really quite a bit different from the average school activity, which is, "I learn it for myself." This must have some impact on someone else, and in its short-term effects anyway, be perceived by the youngster as having been successful or pleasing. It must be, in other words, "Look, I've made a difference," or "I muffed that one, and I'll try again." But that need of kids, to be needed and to make the difference, has to be satisfied.

Also, there must be written into it the learning component; my staff always speaks of it as reflection time. It's not just work, but it is the time with this adult, this advocate, this teacher, this facilitator, to reflect on that experience. That's the hardest point for the adult to learn. It's not hard for the kids to learn, they come in filled with questions. Now there is some difference between this and what you talk about as student initiated activity. I don't always believe the students can think up what to do. I think it's a great idea to have the kid do a needs assessment, but sometimes you have to do these things together. And, I think, sometimes the young people want to rise to something but they may not know what the opportunities are. Therefore, you have to be very much a facilitator, a leader of a seminar, in my judgment, if you're ever going to get a student initiated program going well. . . .

Alright, what's the structure for getting this thing going? Be-

cause, you see, I see you people as advocates, to get these things going in the school. The structure in the school can be a separate course, like the executive high school interns that I just described. It can be a semester off: In Pittsburgh it's a semester off, and they get credit for five subjects, even though they are out in the community doing services. They are placed in companies like U. S. Steel, but they are also placed in such agencies as hospitals, medical facilities, and so on. It can be just a "smidgin" of a course. It can be just a part of a course. One of the lovliest examples of that is the English teacher in Minnesota. She just became fed up with reading those compositions: "What I did last summer," you know, "What I think of my younger sister" (I don't like her) (*laughter*), you know, the universal stuff, and she was fed up. And so she asked the young people to look around the community to see if there was any place they would like to work for community service. Now the other teachers said, "Community service?" . . . "No English class? How are they going to learn their grammar?" and so on . . . "How are they going to learn to write?" But she had a cooperating principal who said, "Let's try it and see what the young people come back with." And they came back with some plans—some of them wanted to work with the mentally retarded, and some of them wanted to work with old people. And so the compositions, the subjects, became their kind of different worlds, became . . . life stories of the old people or how they viewed the mentally retarded. And I think some of that showed up—if you've ever seen our films, I think it shows up there— on the faces of those kids when they discuss their projects. And I can see and hear the satisfaction that they are getting, with their broader understanding of themselves when they can get into the heart and feelings of someone else. I remember one little girl who worked with the retarded. Some people said to her, "How can you stand it?" And she said, "But they are people. When I think of myself, and all that I have, and I find myself here with a whole community of people . . ." And this is something healthy. We are not able to communicate with people, but this is something we all need. . . .

So much depends on the success of the combination—so much depends on the environment that you can create in a university or in the school, this environment of acceptance, this environment of trust. Some of these programs are operated completely outside the schools by agencies: One of the best examples is a little agency in Marin County, California, called the "Switching Yard." Actually,

it's a division of the ordinary volunteer bureau, and you know there is a volunteer bureau in almost every city, but this is special. They bought contracts from 14 school systems around the area. (The reason I tell you this is because if you can't make your breakthrough in the schools, you might be able to make it through some other agency and get affiliated with schools.) These young people who ran the "Switching Yard" had the contract with 14 school systems to find placement for the young people, who then got the credit in their different schools. One of the first things they did was internship. In the summertime the kids earned credit for their full time work as interns under people who had been scrutinized by the people at the Switching Yard. And one would work in a hospital, maybe, under a hospital director and learn all the complexities of hospital management. Another kid really won my heart: He was assigned to a city councilman who had charge of transportation and who had never done anything in Marin County for people who didn't have cars. They had a delapidated bus system; and this kid rode every bus, he timed the arrival of them, he timed the frequency of them, he timed how long they stayed, he timed if they all came at once (I wish he'd come to New York), and he brought this study to the city council, and they got action.

A great many of these programs take place in the schools, though I talk about the community primarily. Youth-Tutoring-Youth could happen in every grade, along with peer co-counseling and rap rooms. Any problems can be brought there. Young people in these peer co-counseling groups have all sorts of counseling and other assignments they have developed that have changed the atmosphere of the school. The young people have learned to care. . . .

Let me just talk for a moment on the adult role. I do think that the relationship between the adult and the young person is very important. I see the role of coordinators and teachers as a facilitator. But what kind of a person? Don't try this if your ego is "mean" and if there are all kinds of threats to your ego. Don't try it if you have to have success, or you can't stand failure. Most important, you want a person who cares more about the effect on his students than he does about the success of the program. If I had to have one quality in the adult, I'd want that quality. That's the difficult one to come by, because most of us are bred, really, to want success, and it's hard for us to be tied up with something that fails. But failure is a beautiful learning experience. You don't want someone who is "one of the

kids," "one of the boys"; these young people need models, and they need models in the adults who are their coordinators, their teachers, their advocates. I think if we were to analyze it, the most important thing about it all is to help young people develop a sense of caring. And that's a very necessary thing in today's society, a missing ingredient. . . .

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First, how do we get able people to give and accept help? Well, the first thing is to be sure that it is help. And we can't go around saying, "Hey, you know, we want to help you." Almost everybody who got me in trouble in my life told me they wanted to help me. And so, before I get somebody to accept help I have got to make a case that it's really help. And I can't tell you what's good for you. I learned that from my middle son when he was about four years old. I was trying to help him. I was trying to tell him to do the same things that my mother used to tell me when I was a little kid, to eat things that I didn't want to eat. And so she would always tell me, "Think of those starving Armenians," and my son said to me, "Name two." And at this point I recognized that I couldn't help him anymore. And so I have got to be able to determine whether or not something is helping and what criteria we have for helping.

Now one criteria that we have to have whether we like it or not is, "Is this going to enable me to live?" And one of the things that we have continually done, in school and with kids, is to continually tell them that this is good for them, that it will help them make a living sometime in the future. And that's a lie! Most of the things that we tell people are going to be useful in the future, we cannot substantiate. It's fine and dandy to say that here's this money out there, but if we can't get hold of it, then it's somebody else's money. And, for a long whole period of time now, over the last dozens of years, we've seen programs that were designed to help people who have not been able to get hold of that money and have no strategy to get hold of that money . . . .

What constitutes work, and how do we really deal with work? Work and help have somehow been disassociated. Work has to mean usefulness. Work has to mean something that somebody else appreciates. And yet, we have managed to misdefine work in such a way that it really has no socially useful definition. What is work in our society is any activity from which I receive pay from a legitimate source. It has nothing to do with whether I do anything of any value. So, for example, if I take care of my own kids, I'm not working. If I take care of somebody else's kids, I am working. If I sell drugs as a licensed pharmacist, I'm working. If I sell drugs as a street pharmacist, I'm not working. If I kill people for the United States Army, I'm working and if I do it as an individual entrepreneur, I'm not working. And that makes absolutely no sense at all. And the only way we are going to begin to get out of that is to define the idea of work as being useful, and the persons to determine whether it's useful are the persons who are being served. Anybody that is resisting being helped, I would accept, by definition, is not being helped. So if anybody doesn't want help I start from the notion that it isn't help. And I'm going to have to redefine what it is that people want.

Let me give you again some examples of how we can diminish that. One of the urgent needs, and I hate to say it in a city like this and in a building like this, is that we better get out of the automobile. The automobile serves no useful purpose. The automobile is a destructive influence on society. We cannot afford to have an automobile and still have people in the next twenty years. So we are going to have to make a choice. I think the odds are there are going to be automobiles and no people, but nonetheless we still have to make that choice.

How do we get out of the automobile? We have got to provide some useful public service. People don't like public transportation. And there are good reasons not to like public transportation. Why don't they like public transportation? One, they don't find it safe. So the engineers who are involved with knowing what's good for people, but never ask them, devise what they think are safe public transportation systems. Anybody here ever been to San Francisco? Have you ever ridden on BART, the new rapid transit system? BART is a wonderful thing, for those who have never been on it. BART is Rod Serling's last production. It's really the most eery experience you will ever have: all brand new glistening glass and aluminum, no people. You walk into one of those stations, and people are riding by

you with little plastic tickets in their hands, and finally they push over to the side, and there you see a machine that sucks in dollars and belches out plastic tickets. But there is nobody involved in any way at all to assure that people will be safe and secure.

We have organized a youth participation project in Portland that Jerry Blake's involved in, where young people are cramming the public transportation system. And in that public transportation system, they are guaranteeing people security— by escorting them from home, from portal to portal. They get the very same people who were mugging them who are now guaranteeing them security. In addition to that we are also proposing varied other kinds of services that people would want in a public transportation system. We are proposing that in some cars there be fully trained nurses. Some other cars would have, maybe, Stevie Wonder; another car a string quartet; another car a bar; another car a library. Now that provides all kinds of opportunities for meaningful work for help that people want—not that we think they want but what they have decided they want. Not what engineers say that they should have but what they want to have. That's the only way we are going to get out of the automobile business in the next twenty years. We are not going to give people a 19th century lighted hallway, saying, "Take this, its good for you, it's better than the automobile. Take my word for it, you'll save more gas, thank you." It's not going to happen until such times as you begin to respond and develop the things that people really need.

Now, that kind of thing has got to be built into every youth participation program. You are not generating things that *you* think are good, but are responding to the needs that the community has indicated are vital to them: in the area of transportation, in the area of environmental repairs, in the area of recreation (where we have virtually nothing going on in our society), particularly in urban areas where we can organize things.

Let me talk about some of the first kinds of youth participation programs that I was involved with, way back when Mary and I first knew each other and the project that we did at Howard with a group of kids who were all supposedly troublesome kids. And one of the projects that was generated for them was in the area of recreation. Now, if you went to Washington, D.C. and looked around at what was available in recreation, you found that there was virtually . . . there were a lot of things that the recreation department had, and again, the recreation department knew that this was what people

wanted but there were virtually no kids involved. In spite of what's good for them, they were not involved. Well, at Howard University, where I was working during that time, we had inherited a building which we established into an urban settlement house. We had a social worker and no kids, so we hired some kids and organized them to develop a recreation program. First of all, they went to this professional social worker and asked him what could be done and he said, "Well, since there are no kids here, send out postcards." And the response was underwhelming and there were still no kids. So they went door to door and they organized 150 kids into the most exciting recreational program that I have ever been involved in. They got those kids actively involved into all kinds of activities that the community had. Now, it wasn't that the existing programs were not valuable to kids, but there was no linkage system. The kids didn't know how to get from where they were into a basketball program, and into a swimming program, and into a variety of other kinds of programs. There was no linkage system to connect, and so our kids connected them. They, in a sense, did exactly the same thing that we talked about in transportation. They escorted people to where the services were . . . .

Now let's deal with a much more important question: the whole question of fear. We live in a very, very anxious time. We live in a time when clearly our ability to organize our resources for human needs becomes smaller and smaller. And as we become a more affluent and larger and bigger gross national product society, our ability for working with and involving young people meaningfully in that society also becomes smaller. Another thing is going on at the same time, that while we are decreasing the opportunities that people could be gainfully employed, we are also decreasing other options available to them. So we are making higher education more and more difficult for people to get into. One, it's becoming increasingly more expensive. Secondly, financial assistance is both cumbersome and insufficient. And so we've got a situation where you can't work and you can't go to school, and that's a pretty scary situation. Now in that situation, teachers begin to become very concerned about what seems to be a group of very rebellious young people. Well, what other choices have they got? If you give them no choice to function within the system, they have no choice but to function outside the system. And unless I can deal with that, unless I can deal with that as a teacher within a broader political perspective, then I'm in great big trouble . . . .

People have to fear each other because they are put in situations where they are not really working to obtain some common goal. What we are really doing is working, in a sense, as guardians. If I don't change that system and make it possible for young people to be useful, and paid for their usefulness, then I have got to be a warehouseman. I've got to make the school analogous to the prison. And there is no way in the world you are going to create a prison in which the guard and the prisoners are not going to be careful of each other. They have to be . . . .

How can we organize work so as to participate in it from the very beginning, pay for it, and logically go into the future with some system that makes it possible to have full employment? Let me talk about one other aspect of participation that I feel very strongly about. That is, not only do we participate in situations in which people get paid, but we begin to make the distinction between jobs and careers. And it's a very important distinction too, because it implies a different way to handle our schooling. It's important to have a job, and I think that young people need jobs. But jobs really are not the solution; careers are the solution. If you are going to be able to get paid, you want to be able to invest a lot of yourself into that and see that it has some future. The idea of careers is to get some continuity and continued investments, some opportunity so that you can continue to grow and become more involved in what you're doing. I want to also point out that if we don't build jobs into careers, then we have to deal with what is. There is only one group of people who are hiring young people—that's the fast foods establishments. McDonald's: they do it all for us! They hire at $2.50 an hour, you can make a career there, and so years from now when you retire, you will be making $2.50 an hour and you'll get a Big Mac as a retirement present. But there is no career involvement in what now passes for youth employment. So we have got to be thinking of careers, and organizing ways to create careers.

This brings us to the other part of what I'm talking about, which is really the involvement and participation of people in politics. Now, I know a lot of people are turned off to politics. But it's the only game in town. I mean all change is political. If you're turned off to politics, all you're asking then is not to be able to participate in the decisions that affect your lives. Politics is not a nice game, but if you don't get involved in trying to become a part of those decisions, then you will never have a way of grabbing hold of the resources in our society. About half of our economy is now in the government. More

and more will be there in the future. If we don't get involved in developing how that is going to be organized, there is going to be very, very little that can be done in trying to make these things real.

. . .There are a lot of bad labels, but labeling is absolutely essential if we can organize everybody into usefulness. Labels always are docked, by the way, during full employment societies. The last time we had full employment in this country, there was instant rehabilitation of all negatively labeled people. Delinquents now finally found a way back into the world, skid row alcoholics were immediately organized into the society. The most negative of all labels, the too-old, used-up, leftover people, were allowed to work in shipyards. I was the only person that was fired in 1942 in the whole country. It took talent to get fired in 1942. So that if you really want to deal with negative labeling, you have got to establish a climate that doesn't require useless people, leftover people. Well, the only way that I know how to deal with that kind of situation is again in terms of the kind of projects that we are involved in. Even if we can't get people paid, if we can organize them so that they are useful to others, their images and their labels change. It's only when we allow people to be relegated to uselessness that we allow that labeling has power. So, if we want to deal with people who are labeled as dumb, people who are labeled as delinquent, people who are labeled as troublemakers, you organize opportunities for them to show confidence and to show social support, social good faith. Now, that battle has to be continually fought. Anytime you want to try to change the system, anytime you are trying to change what is, anytime you are trying to deal with the way that system organizes itself, you have to expect opposition. . . .

THE CULTURE OF A CONFERENCE: A GOAL-FREE EVALUATION OF THE YOUTH ADVOCACY LOOP CONFERENCE

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Introduction

Man is a culture-producing entity. Put two or more together in face-to-face contact for any extended period of time and they begin to reshape their environment, invent, discover and use tools,and transmit regular patterns of behavior and impose beliefs on one another. Perhaps this cluster of beliefs and behaviors is what is meant by human nature. A unique element of our Western culture is the professional meeting or conference. These recurring periodic events can be viewed as a subculture in which a distinct group of individuals who share the common elements of the mainstream culture gather to celebrate their unique identity. The conference or professional meeting is a temporary system with short-term goals and a high level of personal and group intensity during the course of the meeting. All participants recognize that they must reenter the permanent systems of which they are a part "back home." But the interesting thing is that the conference develops a lifeway of its own which does have implications for the sponsoring group—the permanent system(s) attendant to the conference. It would seem then that the notion of the communal rites which surround the longer-than-one-day conference are a useful framework for viewing the evolution and impact of a conference subculture. The Youth Participation Conference sponsored by the Teacher Corps Program's Youth Advocacy Loop, in Rochester, Michigan, November 8-10, 1977 will be viewed, at least partially, through this anthropological framework.

The purpose of this document is to provide at least two perspectives regarding the structure, function, process, and content

of the Youth Participation Conference. The approach is that of an external observer looking at response data from Conference Evaluation sheets and nonparticipant ethnographic observations to record the lifeway—the culture—of the conference. Professional judgment is then applied to interpret participants' reactions to conference content and offerings. This form of intrinsic evaluation judges the structure of the program itself (its purposes, assumptions, format, etc.). The specific criteria for conference success are not operationally defined, and logic and expert judgment play important roles in this form of evaluation. In some ways intrinsic evaluation includes judging the conference's purpose and even the larger program goals. Typically, these purposes or goals are not explicity stated, or if they are, the investigator does not accept them at face value.

The Anthropological Approach

The nature of the investigator's task mandated an ethnographic approach, that is, an investigation of people in group settings engaging in habitual behaviors while trying to learn some new ones. Any kind of group living implies imposition and attendant strains. Conferences are a form of group living and consequently create strains. One of the functions of the ethnographer is to document those tensions and the ways in which individuals and groups cope with them. Further, no one comes to a conference a *tabula rasa*, but each participant brings with him a background of values, norms, special language, technology, economics, decision-making modes, and notions of social structure. The interaction of these habitual patterns with the new ones related to conference participation may result in learnings, conflicts, new relationships, or any combination of these.

One can view these phenomena in terms of some commonly accepted anthropological constructs or universals. These universal are learned by neophytes to the culture as they interact with experienced members of the group and the values, skills, knowledge, and attitudes promoted at the conference. The whole procedure is known as socialization.

Perhaps eight universal cultural components can be identified. Each group has some way of handling these universal aspects of behavior, but each culture or subculture displays a unique way of doing so, and these uniquenesses are highlighted during conference—the ceremonies, rites, and rituals of the professional

groups. For example, all cultures and subcultures have a *value system* which indicates what ought to be the preferred ways of doing things or believing what is good and what is bad. All have a *cosmology* or *world view* which specifies what constitutes their reality. Each has some form of *social organization* which governs individual and group relationships even to the point of determining forms of verbal address. Each system has a *technology*, a body of knowledge, and skills used to perform the tasks necessary for the system to function and survive. There is an *economic system* which regulates the allocation of goods and services. Further, there is a form of *decision-making* or *governance* or *political system* regulating individual and institutional behavior which specifies how decisions are made and who participates in what decisions. Typically, there is a special *language* uniquely suited to the focal activities and known to the initiated. Finally, there is a *socialization* or *educational* process which regularizes the transmission of knowledge to the unlearned ones in the group. This is only one way of many conceptual frameworks which anthropologists use to look at the world. However, it seemed particularly useful in describing the events of the Youth Participation Conference. It is this model which will be used to synthesize the qualitative findings generated by observation, informal conversations, interviews, and examination of conference documents.

The Goal-Free Approach

Because the statement of goals and objectives was limited to a conference brochure and a short interview with conference planners shortly before the start of events, the decision was made to approach the task using a goal-free evaluation model. Both the investigator and the conference planners were comfortable with this approach, for it allowed maximum flexibility and recognized the possibility of unintended program effects. In this model the evaluator deliberately avoids learning too much about the specific objects of the program, but rather knows just enough to be able to place content in perspective and identify major focal points. This approach presumably frees the evaluator to assess the actual effects of the program without being co-opted by the conference of program staff. Further, time constraints prevented the evaluator from partiipating in all preconference planning sessions and doing a complete search in documents, historical statements, or conducting key informant interviews.

Expressed Goals of the Conference

The conference brochure stated that the express purpose of the conference was "to bring together interested groups to discuss issues that are related to the disenfranchisement of youth and to review and develop models that are youth participatory in nature for use as intervention strategies to reduce crime and violence." The central issues as indicated in the brochure were:

- Are there legitimate decision-making roles and functions for students in educational settings?
- Will student initiated activities in educational settings reduce the incidence of crime and disruptive behavior?
- What are the dynamics that have bearing on instituting youth participation models through student initiated activities?
- What are student initiated models; are there such, and at what point do they originate in contrast to adult-directed models?

Overview of the Conference Setting and Structure

The Setting

The setting of the Youth Participation Conference was Meadow Brook Hall, at Oakland University, in Rochester, Michigan—a 100-room baronial mansion, scene of "stately dinners," according to the brochure, a "breathtaking structure which contains examples of architectural skills and craftsmanship which are now lost arts," donated by the widow of auto magnate John Dodge and "opened to the public in 1971, to be used as a cultural and conference center in accordance with the Wilson will." The investigator and virtually all of the conferees agreed that the setting was elegant, functional, private, and the food service was excellent. Participants were housed at a nearby Sheraton Hotel and were transported to Meadow Brook each morining by private car or livery and returned to the hotel each evening the same way. Participants were on their own for breakfast, but luncheon and all but one dinner were served at Meadow Brook. The magnificent grounds and outbuildings made for interesting between-session tours, as did the world famous jade collections and the uniquely designed decor of the upper level rooms. Meetings were held in places like "The Game Room," "The Ballroom," "The Carriage House," "The Main Dining Room," "The Library," etc. Hand-carved wood gleamed, silver shone, and crystal tinkled.

The preconference information and arrangements for travel and transportation from the Detroit area to the conference site were thorough and well handled. The host project staff was helpful, well-organized, and most friendly and accomodating. All general sessions were videotaped by one of the participating projects.

The ambience of the conference setting and lodging arrangements was positive and conducive to thoughtful small group exchanges and large group presentations. Most important though, Meadow Brook Hall was elegant, sophisticated, in good taste, and tended to put everyone on his best behavior. The notion of loud impassioned arguments, raised voices, or aggressive behavior in the setting of Meadow Brook was virtually unthinkable. To be less than courteous, mannerly, thoughtful, and intelligent in this setting would have indeed been aberrant behavior. This raised the question of whether the setting was chosen because it complemented the participants, or because it would be a novelty for the participants. (Remember, two high school-aged students from almost every project were part of the conference group for a total of 18.)

The paradox here is that while the conference content dealt with juvenile crime, violence, disenfranchisement, vandalism, fear, and means of counteracting these destructive and disruptive forces in school and society, the conference setting bespoke gentility, happy childhoods, well-ordered worlds, and consideration of one human being for another. While the agenda spoke of increasing participation, the setting spoke of servants and masters or closed status systems and maintenance of the status quo. One wonders whether the content and the setting of the conference caused some individuals conflict. Perhaps not—professionals have the ability to compartmentalize public issues and personal comforts.

The Structure of the Agenda

A wide variety of topics was covered in the three days. Each one in some way related to Student Initiated Activities (SIA), defined as "one of the many major intervention strategies for reducing acts of violence and school crime and the fear associated with them. It is theorized that students lack leverage to influence the system not only in relation to decisions affecting them in schools, but in society at large." The conference pamphlet then states the following assumptions about Student Initiated Activities.

- Students should be trained to develop critical thinking and to participate in

processes that lead to decision-making skills.

- If given the opportunity to experience and perfect self-directed skills and abilities, students will contribute positively to societal situations.
- Positive contributions cannot commence simultaneously with destructive and disruptive activity.
- All students are ready to learn; each individual has unique learning processes.

These assumptions were incoporated into the conference packets distributed to each conferee before the first session. Directors then met with their project teams to review the materials, which included an agenda and team planning guide, focus group questions for discussion, evaluation forms, background materials on speakers and resource persons, and selected topical papers.

Generally, the young adults stayed in their own group with their adult resource person and worked through a program developed by the Vermont project aimed at maximizing human resources and exploring the dynamics and strategies for change. While the investigator did observe some of these sessions, the culture documented here is the mainstream adult culture of the conference. Only when the two groups interacted or took cognizance of the other was the Young Adult subculture systematically observed, documented, and analyzed in terms of its impact on the adult group.

By informal head count, aproximately 70 to 100 persons attended the general large group sessions, 95% of whom were affiliated with the staff of the Teacher Corps projects. Approximately 75% of the participants attended all of the conference sessions and participated in the social functions related to the meals and after-dinner events. The conference committee atttempted and seemed to get wide participation in the planning of the agenda from the projects. That is, local projects, if they desired, had input into the planning of the agenda and could take an active role in its implementation if they wished. Each project had a spot during the second evening session to show and tell about its accomplishments in the form of tape slide presentations, movies, student reports, handouts, etc. The sharing function was built into the structure of the agenda. This element of participation was well-planned by the conference committee and probably contributed to the overall success of the conference.

The Evaluation and Inquiry Model

The cultural universals framework and the goal-free model of intrinsic evaluation have been described. The goal-free model of

intrinsic evaluation represents the approach of the investigator to the collection of the data during the conference. The cultural universals framework is the device used to analyze and synthesize the data once they had been collected. The evaluation and inquiry model has three other components and these are described below.

The Conference as a Teacher Corps Youth Advocacy Program Rite of Passage

The term rite of passage describes the transition of an individual from one status to another. The social movement of the individual into and out of groups of different status is of critical importance to the individual and the subculture. The rite of passage may be viewed as a three-stage process: separation, transistion, and incorporation. Typically, each stage is identified by some form of public recognition or ceremony—for example, marriage.

This process seemed to apply to two (and possibly more) groups involved in the Youth Advocacy Conference. First, the students who were members of, yet separated from, the adult group and, second, the new staff persons of the new projects (cycle 12) entering the Loop activities. The newcomers knew they would have an ongoing relationship with this group for at least one year if not longer. These idividuals were in the minority among the participants, but their behavior and responses to the conference were important, for they clarified the socialization processes and norms of the group.

On the other hand, the student group, most of whom had no previous contact, was building a new, temporary system with the knowledge that they probably would never see each other again. Therefore, whatever had to be done in terms of establishing the social organization and cultural norms of the group had to be accomplished quickly and members had to be accepted or rejected quickly; leaders had to emerge quickly. All processes were accelerated and, in fact, each member of the group had to experience within three days one or more of the stages of the rite of passage to achieve his place in the sun with the group.

The Teacher Corps Youth Advocacy Conference as a Rite of Solidarity

The rite of passage is an individual phenomenon describing an individual change in status. The rite of solidarity is a public group event, whereby the group reaffirms its identity and purpose.

Typically, the rite of solidarity involves paritcipation in dramatic rituals to intensify the sense of the group's identity, to coordnate the actions of each individual member of the group as the group moves to accomplish some purpose. The rite of solidarity serves to prepare the group for immediate or future cooperative action. Pep rallies, parades for patriotic purposes, state of the union messages by public leaders, revivals, American Legion conventions, and professional meetings are examples of rites of solidarity.

The Youth Advocacy Conference was explicitly and implicitly an event to allow persons to share information, to rededicate the group to helping young persons, and to assess and assist those projects who were reapplying for membership by writing a proposal requesting funds. In addition, the presence of important persons from the two cooperating funding agencies (Teacher Corps and the Law Enforcement Assistance Administration) reaffirmed the unique identity of Youth Advocacy projects in achieving support from two federal programs. The conference viewed as a rite of solidarity revealed another purpose. There was a recognition among the conference planners that a schism existed between the two major components of each project—the "regular" Teacher Corps Activity I cluster of project tasks focusing on research, training, alternative schools, multicultural education, or competency-based teacher education, and those related to Activity II or Youth Advocacy programs. Activity II tasks were the responsibility of associate directors in each project while the overall fiscal and managerial authority for each project was in the hands of the project director. This structural feature will be discussed in the section on implications, but the tensions surrounding the division of labor and the centralization of resources made the rite of solidarity important as a conference function.

The Implied Goals of the Conference and the Investigator's Assumptions

The expressed goals of the conference have been stated. The goal-free model allows the investigator to posit a set of generated goals based on the examination of the group's behavior. The generated goals may or may not include those statements of purpose made by the group. From an examination of the data after the second day of the conference activities, the investigator generated the following list of goals, and these will be discussed below. The participants attempted:

- To share information about local projects, federal developments, feelings of belonging to a network of similar projects. Resources and available expertise were constant themes in written and spoken behaviors.
- To build trust and reciprocity among projects and staff members within each project, including the students' group.
- To expand power structures and open pariticipation to many groups, but within a controlled forum for dissent.
- To build a cosmology—a set of common assumptions and starting point—about Youth Advocacy, Student Participation, Student Initiated Activities, etc. to help resolve conflicts around pedagogy, language, and curriculum strategies.
- To reinforce the values of clients' humanism and commitment to youth; to reduce fear, labeling, and build helping relationships among adults and young people.
- To honor and be inspired by the venerable and outstanding workers in the field of Youth Advocacy and Youth Participation.
- To encourage and provide skills and outlets for the evaluation, documentation, and demonstration of program components; to build a constituency within and outside of the agencies currently involved in the programs.
- To make comparisons about the productivity of various projects. The paradox of cooperation and competition among individual projects in a single program was bound to become an individual goal for the conference.
- To project a good image based on data for future activities and procurement of funds.
- To reestablish authority, power, and influence in largely traditional channels with some understanding and willingness to share entry and establish branches to authority lines.

The Methodology

The selection of the ethnographic goal-free model dictated the methodology to be used. The investigator functioned largely in the nonparticipant observer role, attending all sessions and taking notes in the naturalistic observation format in 10-minute timed intervals. The observations attempted to record as fully as possible the setting, the content material being presented, the format of the presentation, and the general response patterns of the audience. The last category was the most difficult to document and an arbitrary decision was made to record audience response in three categories.

1. Generally attentive—Did most of the participants seem to be listening to the speaker, working on the task assigned, participating in the discussion or situation, and so on?

2. Subgrouping—To what extent were people in the audience talking to each other when they should have been paying attention

to the presentation?

3. Unusual or disruptive behavior which was noticeable to the observer and a good portion of the audience.

The more than 100 pages of notes were content analyzed by theme and placed into the appropriate cultural universal category. Note cards for each session and each theme were prepared, and the frequency with which a theme occured was noted. The content was similarly analyzed, and conditional variables, noise levels, room temperature, etc. were also recorded.

Informal interviews and exchanges with conference participants represented another source of data. Summary notes of these encounters were analyzed for patterns and related both to the general observation data and the results of participants' reponses to the Evaluation questionnaire.

The data generated by the Post-Session Reaction and Evaluation forms were aggregated in terms of the eight major sessions. These data were recorded in frequencies and percentages, by role group and as totals. Responses were tallied in relation to the three major questions:

1. Did the session present any new ideas related to student initiatives?

None, At Least One, Many

2. Did the session identify any resources which would be helpful in planning student initiatives?

None, At Least One, Many

3. Did the session help you share your own experience related to student initiatives, or did you relate the information to your own experiences?

None, At Least One, Many

The written comments made on the questionnaire were reviewed for patterns which would either support or refute those generated from the observation and quantitative materials.

Finally, the written documents presented at the conference were examined to look at the relationship to the derived goals, the group behavior patterns, and the expressed goals.[1] In summary, the

[1] This methodology section has been abbreviated greatly by design. For those who are interested in tabular data, the specific analysis techniques, samples of the raw data, the observation notes or other information, the writer will be pleased to provide this technical information upon request.

multiple methodologies employed in this investigation include the collection and analysis techniques, participant and nonparticipant naturalistic observation, formal and informal interviews, and analysis of demographic data and written documents. The content analysis performed to discover commonalities and uniquenesses in the ethnographic data used the theme as the unit of analysis and the eight cultural universals as the categorization scheme.

Limitations

Given the limited duration of the temporary system of the conference culture, some structure was necessary, and as such may have prevented the observer from capturing elements outside it. Further, it was impossible to determine whether most of the projects had made student input part of their planning and decision-making process. Another limitation was the inability to document fully the small group and youth sessions which operated simultaneously, although the investigator did manage to spend some time in each session. The investigator's participation in the sessions regarding the planning of the Youth Advocacy monograph were useful in pointing up the areas of divergence in the group. On the other hand, the investigator did not document the meetings of the Board of Directors which also occurred during this three-day period. There was simply no time for in-depth key informant interviews with principal actors in the culture and a thorough analysis of historical documents. And finally, the investigator's own biases and limitations must be taken into account.

The Sessions

First General Session: Tuesday, November 8, 1977, 9:00 to 12:00 a.m.

Major Presenter: Judge Mary Conway Kohler.

Content: Judge Mary Kohler is a symbol of Youth Advocacy, a venerable and charming, dynamic and impassioned champion. The Judge spoke of our lack of philosophy of youth and the developmental needs which are not being met—the need to work, the need to understand the physical and emotional changes occurring during adolescence, the need to learn about other cultures, the need to participate, the need to be functionally involved with adults, and the need for schools to be more sensitive to these needs. She outlined the major kinds of program models for Student Initiated Activities: (a)

helping serve others, (b) social action, (c) internships, and (d) programs in schools.

Presentation Format: Formal presentations from the podium and questions from the audience.

Response: The audience was responsive, generous with applause and audible responses of approval. Seventy-three participants responded to the questions on the Evaluation Forms. The totals reveal that only 5.5% indicated that they received no new ideas from the session and no new resources. Over 75% of the group indicated that they were able to share experienes or relate what had been said to their experiences.

Second General Session: Tuesday, November 8, 1977, 1:45 to 3:45 p.m., small group skill sessions.

Content: After an introduction by Bud Meyers, the adults broke into small groups to attend the skill sessions in community involvement, evaluation, teacher training, curriculum, and alternative programs. Each group session was to last 45 minutes and be repeated once, so that each participant could attend at least two skill groups. The skill sessions tended to be slow in getting started, but once participants began sharing experiences, many of the discussions were lively and informed.

Presentation Format: Small group discussions with resource person "expert" as the leader.

Response: Generally, most groups displayed a high level of involvement; however, it should be indicated that this varied from group to group. More than 80% of the participants received one or many new ideas from the presentations, and more than 75% learned about one or more new resources, while almost 75% of the group was able to share one or more ideas presented.

Third General Session: Tuesday, November 8, 1977, 3:45 to 4:45 p.m. (approximately), large group session shown on agenda as "Reaction Panel and Introduction to Team Meetings"—changed to "Report-Back Session and Report from Young Adults."

Content: This session represented a major change in the printed agenda. The slot was allocated to the skill session report-back activities. About three of the groups did have the chance to report back, for shortly after the start of the session, the Young Adults entered the ballroom. One of the conference planners interrupted

the agenda by indicating that the Young Adults had a "real need" to share some things with us and the rest of the agenda was being put aside to accommodate this need. Eighteen or so of the students took positions at the front of the hall around the microphone. A series of what might best be called testimonials of experiences with adults were offered by several students, and the adults responded in kind, citing episodes displaying insensitivity to the problems of youth.
Presentation Format: Informal panel of Young Adults with audience questions and responses in large group session.
Response: As the young people began reporting, those who were closest to or made their way close to the microphone captured most of the air time, and these tended to be the older and university members of the group. In some ways the atmosphere was a little like a piano recital where the adults wanted to be proud of the performance of the youngsters, but knew that the content did not really deserve careful attention, so they talked to each other about how "great" it was that "the kids were doing this thing," rather than listening attentively to what was being said. They asked questions, but did not wait for responses. In the evaluation forms, less than half of the total participant group of over 60 even bothered to evaluate this session. Of the 29 who did, more than 25% felt that no new ideas or resources were presented and almost 30% felt that there was no element of sharing in the presentation.

Project Team Planning Sessions: Tuesday, November 8, 1977, 4:45 to 5:30 p.m. The teams gathered to review the events of the day, look at the Team Planning Guide, and attempt to relate the learnings of the day to the "back home" project.

Fourth General Session: Wednesday, November 9, 1977, 9:00 to 11:00 a.m.
Major Presenter: Art Pearl.
Content: As Mr. Pearl began his remarks there were about 60 persons in attendance and more entered during the presentation. The speaker was dynamic, informative and entertaining, and after about five minutes of preliminary remarks his audience was captured. He spoke of the need to distinguish between youth participation and Youth Advocacy and felt that young people should speak for themselves. He outlined the criteria for changing systems to be more responsive to the young. He suggested that young people in projects get into the political arena to make changes, and

concluded his remarks by addressing the three areas of concern of young people: Labeling, Fear, and Helping Relationships. The general tone of the remarks was at the practical level of program strategies.
Presentation Format: Formal remarks from the podium—question and answer session.
Response: Over 95% of the 44 persons responding felt that they received one or more new ideas (66.9% many), and 80% felt they learned about one or more new resources. 23.4% felt that they were able to share one item in his remarks, and 45.1% responded that they could relate to many of the experiences.

Fifth General Session: Wednesday, November 9, 1977, 11:00 through 1:30 p.m., small group report sessions dealing with three items on students' agenda.
Content: The four groups which functioned dealt with the issues of fear, labeling, and helping relationships from the perspective of developing definitions all could agree upon, relating the issues to considerations of power and participation, ownership, and action plans. The final report after luncheon was made by Judi Friedman, representative of the LEAA, sponsoring agency of the Activity II components of the Youth Advocacy projects. Her remarks produced some concern among the project staff members present, who felt that Student Initiated Activities were to be the primary intervention strategies of the Activity II program components with the ultimate aim of creating more positive youth and productive climates in the schools.
Presentation Format: Small group sessions and report-back in general session.
Response: The drastic fall-off in attendance at these sessions may indicate the adults' lack of interest in discussing the agenda items of the students. Those who did participate were actively involved and grappled with the issues. The groups were small enough to allow sufficient air time, and the resource persons did a fine job in summation. Although about 20% of the 26 respondents derived no new ideas or resources from the small group activity, only 11% felt that there was nothing they were able to share. Almost 50% of the participants felt that they received many new ideas and resources and had many sharing experiences.

Sixth General Session: Wednesday, November 9, 1977, 2:00 to 4:00

p.m. (approximately), panel on Activity II composed of associate directors and reactors.

Content: As those responsible for the Activity II components of the Teacher Corps programs, the associate directors wished to do something about developing a framework to look at SIA, student disruptive behavior, and teacher training. Papers were prepared and were in the conference folders. The speakers referred to the papers as they addressed the various issues, and then a discussion ensued among panelists with other associate directors being asked to respond.

Presentation Format: Panel, reactors, questions from the audience.

Responses: Of the 41 persons who evaluated this activity, a very large percentage was negative in its responses to the presentations of the associate directors. The most negative role group consisted of other Teacher Corps staff members. In other words, the colleagues of the associate directors did not respond well to their presentation: 43.7% of the group felt they learned no new ideas; 47.5% gained no new resources; and 49% shared nothing with the panelists. However, the investigator feels that the dissatisfaction with the presentation is symptomatic of some deeper set of tensions in many of the projects. Upon questioning a number of informal leaders in the group, it was learned that there were conflicts and unclear expectations surrounding the role of the associate director and Activity II. The written comments on the evaluation sheets provide some insights into this paradox, for they are either very positive or very negative.

Sharing Session: Wednesday, November 9, 1977, 7:00 to 9:00 p.m. After dinner at the hotel, each project gave a 10-minute report or audiovisual presentation of its activities. These were well received and did much to demonstrate the variety of activities being sponsored under the Youth Advocacy program. This event was truly a rite of solidarity for the group and may have been a rite of passage for individuals in the group who may have been parochial in their views.

Seventh General Session: Thursday, November 10, 1977, 9:00 a. m. to 12: 00 p.m.

Major Presenters: William Smith and Clarence Walker.

Content: Dr. Smith encouraged the audience to be aware of the contributions of LEAA and to document the process by which

Activity II programs were organized, to document failures as well as successes. He then reviewed the problems of young people in schools, and the need for teachers to learn to cope with feelings of inadequacy in working with the feelings and behaviors of the young. His remarks were lively, well informed, and illustrated with personal episodes.

Format: Formal presentation from podium followed by small group sessions.

Response: The last day of a conference always has elements of separation from the temporary system and reentry into the permanent one. Persons are thinking about checking out, going away, saying goodbye, etc. Therefore, the high level of attention and good response to this session is atypical for the next-to-last session of a conference. Over 75% of the respondents felt they had learned one or more new ideas, one or more new resources. Almost 75% felt that they could share one or more new experiences. The role groups were equally positive in their responses.

Eighth General Session: Thursday, November 10, 1977, 1:45 to 2:10 p.m.

Major Presenter: Henrietta Schwartz.

Content: The conference summary was presented by the investigator in two ways. First, a synthesis of the post-session evaluation sheets was given. The second section of the report involved an overview of the culture of the conference in the framework presented earlier.

Format: Formal presentation from the podium, questions and responses.

Response: Totals indicate that more than 90% of the group learned one or more new ideas, and 90% of them discovered one or more new resources. 84% indicated that they were able to share one or more experiences with what the investigator reported.

Accomplishment of Conference-Derived Goals

The subjective judgment of the investigator based on collected data forms the basis for this evaluation. The derived goals are rated on a scale from 1 to 5, 1 being low and 5 being high.

1. To share information about local projects, federal developments, feelings of belonging to a network of projects. *Rating:* 5

2. To build trust and reciprocity among projects and staff members within each project, including the student group. *Rating:* 5

3. To expand power structures and open participation to many groups, but within a controlled forum for dissent. *Rating:* 3-2

4. To build a cosmology, a set of common assumptions and starting points for Youth Advocacy projects. *Rating:* 3-4

5. To reinforce the values of humanism and commitment to youth. *Rating:* 5

6. To honor and be inspired by venerable and outstanding workers in the field. *Rating:* 5

7. To encourage and provide skills and outlets for the evaluations, documentation, and demonstration of program components. *Rating:* 4

8. To make comparisons about the productivity of various projects. Cooperation and competition. *Rating:* 4

9. To project a good image based on data for future activities and procurement of funds. *Rating:* 3-4

10. To reestablish authority, power, and influence in largely traditional channels with some willingness to open the system. *Rating:* 4

The Culture of the Conference

In viewing the conference as a culture, certain patterns emerged. Commonalities and uniquenesses in beliefs and behaviors could be observed, and responses to aberrant behavior recorded. The database for the following description is the observation notes and informal interactions the investigator had with conference participants. In terms of the eight universal patterns described earlier, the culture of the Youth Advocacy Conference can be described as follows:

Cosmology or World View. Human beings are to be valued above all else. Young people are the most precious resource of any society and, therefore, deserve special consideration and treatment. One should be responsive to others' needs, be egalitarian, and have equal access to the resources of the society. However, the individual with initiative should be allowed to capture the major resource of the conference—air time, group time. Professionals should be concerned for others less fortunate and be involved in service to others, change, and establishing parity among individuals and agencies. Concomitant with the above was the value that one had to compete

for survival, for funds, for program resources, for school-based concessions, for university recognition. While individuals were worthy of trust, at least most of them, agencies were objects of suspicion: Public schools were suspicious of universities and communities and vice versa. Along with this paradoxical relationship, a lack of consensus about the meaning of Student Initiated Activities, Youth Participation, and the goals of Activity II from the funding agencies gave the group some problems with its identity. However, the group had enough in common—common heroes and common values—to be able to profit from the conference rite of solidarity. Many of the knotty issues concerning the identity and goals of the group were identified if not solved. Clearly, the directors had common bonds and wished to preserve the identity of the Teacher Corps Loop, if not of the recent affiliation with another federal agency.

Value System. Humanism emerged as a core value of the group, evidenced in egalitarian statements and behavior. "Everyone is as good as I am," and ought to have equal access to the resources of the conference culture. But the tension related to the temporary funding structure of the projects and the Loop produced an equally strong value. "One ought to be aggressive, seek favor with the national officers, and capture conference time, to tell about the good things happening so that my project will be refunded."

The group had a high task orientation, concern for the major resource, time, and respected expertise. They were courteous and attentive and felt others ought to be the same. They would apply sanctions, if the value of humanism was threatened by admonitions to value programs, money, or other things over people. However, the private behavior of some of the project administrators displayed contradictions of this value.

The conference observed the traditional deference patterns to rank in the order in which persons of local or national stature were placed on the program and responded to by the participants. The value was that one ought to respect status and expertise. The primary sacred value of this group was humanism and it was invoked when there was a conflict of values.

Social Organization. Similar to the larger culture, the conference culture reflected distinctions along the lines of age, status, experience, expertise, official role, and time allowed on the program. Certain members of the group could interrupt the agenda, claim more time, or run over time without sanction. Others could

not. Status accrued to one in terms of the amount of time allocated to the individual or the activity on the agenda. Given this criterion, the individual with the highest status in the conference culture was Judge Mary Kohler. In fact, she might be called the sacred culture hero of the group. The national director of Teacher Corps, William Smith, ran a close second and filled the figure of secular leader of the conference. The students occupied a unique position, for they had no formal place in the social organization of the adults, but the nature of their activities and the groups's commitment to youth mandated that resources and status be given to the Young Adults, at least for the period of the conference.

The informal organization resembled the "back home" relationships. Seating patterns and informal groupings revealed that when cross-project mingling occurred it was along role lines. That is, directors interacted with other directors and outside experts and persons from the National Office; associate directors interacted with their like numbers and the LEAA representative; public school persons grouped, as did university faculty members; and the cross-status groups were characterized by groupings along the lines of race and age.

Economic System. The major conference resource was time for public presentations. The planners tried to distribute this resource evenly. However, the allocation system responded to the market. There were those who wanted more time than others and had the skill to take the resource. The allocation of conference time and technology distinguished between the "haves" and "have nots" in the culture. There were very few "have nots" in either the student or the adult culture. The conference planners were able to maintain a balance whereby at least two-thirds of the participants felt that they had some sharing in the resources of the conference and were members in good standing of the culure.

Technology. Those persons who were most knowledgeable about the technical vocabulary,"SIA," "LEAA," "CMTI," "Cycle 13," etc. were the more comfortable members of the conference culture. Those who had skills in group process and management also had more positive experiences in the conference. Those who had knowledge and skills necessary for survival in the conference culture were those who knew how to control a microphone, how to function as a recorder, how to ask the right questions in the proper terminology, how to describe a project activity, how to prepare a videotape or slide-tape presentation: Those persons were "well off"

in the conference culture. Those who had not yet completed their rites of passage, who had not been incorporated by the group as a member with knowledge and skills did not fare so well. In this sense, it was probably wise to separate the Young Adults, for they did not know the language or technology of the group. Knowledge of the technology of Youth Advocacy projects and conference events was important in achieving status and living comfortably during the conference.

Governance. The conference planners were the ruling group for this event, for they controlled the time and technology of the conference. All directors were invited to participate in the initial planning, but the decisions made during the conference were largely those of the conference planners and some of the keynote speakers and resource persons. Most were based on feedback from participants, and in that sense decisions were participatory. People could decide not to participate by not attending sessions.

Language. The interchangeability of terms like Youth Participation, Student Initiated Activities, Youth Advocacy, Adjudicated Youth, and others again pointed to the need for common assumptions and starting points. The cracks in the identity of the group were thus revealed. Ability to handle the special terms in the language was part of an individual's rite of passage, and one could witness the more experienced members of the group correcting newcomers on misuse of terms.

Socialization Patterns. The socialization process was most subtle in the adult group and easier to observe in the Young Adult group. But they were generally the same. In a sense the Young Adults imitated their elders. They established an age-graded society where the older or more experienced members of the group were given conference resources—time and status—and allowed to function as spokesmen for the group. Then they quickly learned that in the group it was appropriate to be humanistic and considerate, but that when it came to dealing with the larger world, the world of adults, one had to be aggressive to survive, even if it meant pushing a colleague out of the way to get to the microphone. So they learned to be self-reliant and aggressive to get what they needed to be comfortable and survive in the larger society. They also learned to care for one another, to help and to examine motives. The processes used were usually positive reinforcement and only rarely punishment, social ostracism, or direct reprimand. The adult group did the same.

Recommendations

The suggestions which follow are couched in general terms and, where necessary, supported by information already reported. The writer will be pleased to amplify specific areas upon request and would welcome comments, suggestions, challenges, and inquiries. In planning future activities to reinforce the sense of identity and core values of the Youth Advocacy project culture, the following are recommended:

1. Activities should be planned which enhance persons' willingness to support the goals of the Youth Advocacy culture—humanism, service to young persons, hard work, participation, and commitment to make things better. If those who have problems with the goals wish to participate, their participation should be put in the framework of, "Here is another point of view which deserves attention, but not a commitment to change the current culture."

2. The planners of the November conference are to be congratulated for choosing Meadow Brook Hall as a conference site. It brought tranquility and rationality to some differences which could have become open wounds had the atmosphere permitted confrontation as a norm rather than discussion and negotiation.

3. The inclusion of young people should mean just that. If they are to be invited to interact with adults, then do not separate them and leave each group wondering what is going on in the other.

4. If the goal is to have project teams take home an action plan, then the time allocated to this activity should not be treated cavalierly. Rather, it should be sacrosant. Resource persons in this area should be assigned to project teams to assist them in accomplishing an action plan for SIA.

5. Without exception, the keynote speakers at this conference were informative, interesting celebrities. More might be done in the conference planning and structure to follow up and apply the information and resources they offered. In the case of Judge Kohler and Bill Smith, the Young Adults were able to take advantage of this opportunity.

6. Given the assumption concerning participants' willingness to work toward the goals of the organization, it is crucial to the future success of other events that the potential participants, particularly the public school personnel, be a part of the planning process.

7. Follow-up activities should be a part of the conference planning so there is some way of knowing what the impact on the

home system was, if any. In addition to the function of a rite of solidarity, if one of the conference goals is to enhance knowledge, skills, and relationships in the project site, the way to find out if the goal is met is to start with baseline data, evaluate the conference delivery system, and then measure the effects at the home site. This process must be designed; it will not happen by default.

8. Toward the afternoon of the second day, many of the participants were suffering from information overload. It would have helped to have a sense of priorities in conference goals as well as some reinforcement. Reinforcement is required to learn a complex task, and SIA organization is a complex task.

9. It might have been useful to have one or two general sessions for the new project personnel on problem identification, feedback skills, management plans, staff development, group dynamics, and the other human relations areas we tend to take for granted. Public school personnel typically do not have an opportunity to train in these areas and might have found them useful if for no other reason than to pick up the jargon.

10. Hopefully, the next conference will free directors to really have the time to interact with their project teams. In some instances, directors were attending meetings, in others trying to make contact with Washington personnel, or doing the hundreds of other things directors need to do. Having the opportunity to work with a project team without interruption is a rare one and should be preserved.

11. The culture of the Youth Advocacy projects and Loop is a healthy, dynamic, and expanding one. One would hope it secures the economic base it requires to continue.

In conclusion, the conference was an excellent activity in what is hoped will be a series of inservice and cross-role sharing experiences for Youth Advocacy projects.

PART IV
THE PROJECTS REPORT

Youth Advocacy Projects Loop

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ACTIVITY I
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Project Location and Goals

The Arizona State University 11th cycle Activity I Teacher Corps project dealt primarily with secondary level students and defined troubled youth broadly as those who were not succeeding in the mainstream of the public school system. Training was specifically designed to address the needs of youth who had dropped out of school, were attendance problems, or were alienated from school goals, staff and, therefore, were doing poorly. We considered that the learning and curricular needs of these students primarly focused on the need for successful experiences in school. Therefore, we stressed the individualization of subject content and made provision for continuous reentry of students into the classroom.

The program was designed to provide training for teachers in the cognitive and affective skils, in the sensitivities and attitudes which will enable them to be more responsive to troubled youth. They need greater awareness of the very special humanizing elements required to more effectively interact with the delinquent-prone youth, a prerequisite to planning effective learning environments. Teacher competencies were identified that related to specific alternative roles which teachers will assume in providing new and innovative ways of "reaching out" to these youth who have largely experienced failure in relation to school and education.

Both the Activity I and Activity II staffs of the project communicated and cooperated for their mutual benefit. The significant objectives of Activity I are as follows:

- to establish a teacher professional development program
- to provide a Master's degree program in a field setting
- to establish a community-based paraprofessional training program

- to establish a demonstration learning center
- to foster collaborative relationships among participating agencies and groups.

Structure

A number of allied institutions committed their resources and talents towards the development of this unique teacher training and retraining effort. The institutions involved were:

- Arizonia State University (Tempe)
- Phoenix Union High School System (primary Teacher Corps site for the school system)
- Maricopa County Juvenile Court Center (Phoenix metropolitan area)
- Arizona State Department of Education

In addition to the above institutions, a number of community resources became an integral part of the project. Unfortunately, although troubled youth have traditionally moved through a number of these institutions, there has been little opportunity for coordinated and comprehensive educational planning. Teacher Corps provided an avenue for coalescing these concerned, but diverse, educational resources into new educational organizations which provided greater relevancy for the needs of disenfranchised youth, greater involvement of resources, and more consistent patterns of educational opportunity.

Strategies and Interventions

Three interrelated approaches were used to implement the objectives. The Youth Advocacy focus influenced the types of approaches that were selected.

Staff Development Task Force

The process by which development of training programs took place we considered to be highly significant. Thus, we tried to incorporate input from many different role groups concerned with education and the training of competent teachers. Three groups of people made up the planning structure. (a) *Training Task Force:* Representing several role groups concerned with teacher education

(teachers, parents, aides, community, agencies, etc.), this group brainstormed on the direction the training would take and gave input on the competencies, assessment, and training to be developed for the three training programs (paraprofessional, preservice, and inservice). (b) *Developmental Planning Committee:* Working with Teacher Corps staff in the future development of Task Force inputs and ideas were representatives from three departments in the College of Education (special education, secondary education, and educational technology). (c) *Instructional Developers:* These were contracted to develop instruction and assessment for specific competencies identified as being components of the program. Teacher Corps staff was responsible for coordinating the efforts of these groups as well as facilitating the implementation and evaluation of the programs developed.

The collaborative procedures used to derive our instructional objectives are time-consuming and costly but result in many benefits. The cooperative working relationships established between teachers, parents, teacher educators, and Teacher Corps staff have resulted in increased respect for the concerns of one another. Cooperation and mutual respect is an important step towards the ultimate goal of all teacher training—improved school programs for all youngsters.

Teacher Cadre

Although attempts at teacher training in the project were good in terms of numbers of teachers involved and the variety of course offerings, it was difficult to assess any real changes that were made by teachers in their teaching methods. After analyzing the situation, the staff decided on a new integrative approach. A voluntary group of ten teachers was selected to participate in the program. They initially participated in an intensive summer program and committed themselves to participate in follow-up work in the fall and spring. Because of the program's Youth Advocacy focus, we decided that teachers needed to be trained in an individualized style that would meet the special needs of all their students.

The Teacher Corps Cadre will be developed as a group so that they can function autonomously as role models for other teachers to go to for direction once Teacher Corps leaves. In addition, their classrooms will function as the mainstreaming centers of the school.

Goals of the Cadre Teachers include:

1. Continuing to develop and redesign their curriculum so as to

individualize their content area, thus best meeting the needs of mainstreamed, dropout, and regular students.

2. Influencing other teachers to become interested in the needs of exceptional or dropout students and seek further training in these areas.

3. Developing their classrooms as the mainstreaming centers for the school, thereby demonstrating a viable model of mainstreaming which can operate without additional staffing.

4. Being able to develop instructional units which can accommodate the individual learning rates and styles of all learners.

5. Being able to identify their own attitudes and beliefs that might hinder their successfully working with special education or dropout youngsters.

6. Accepting mainstreamed, exceptional, or dropout youths into their classes.

Agency Interrelationships

The Youth Advocacy Teacher Corps project moved beyond the training focus to a concern with creating new links between secondary education, the juvenile justice system, the community, and institutions of higher education. The rationale for building such collaborative relationships was to change the nature of the interrelationships among those institutions that impact on the lives of troubled youth. Thus could more effective services to such youth be developed. Within the framework of its teacher training program, the project has attempted to foster the creation of these links between institutions.

Major Learnings

We found we were able to abstract some general conclusions from our experiences in the Youth Advocacy project. One of the most important of these was our involvement with the Activity II component. This was critical with respect to discovering techniques for dealing with alienated youth and incorporating these relevant techniques within our teacher training program.

Regarding inservice, we learned that involving teachers in planning their own inservice is a very strong and possibly essential strategy. Similarly, involving parents and community in planning teacher inservice results in many communications benefits. We know that there exists a core of secondary school teachers who are concerned with meeting the needs of alienated students. Intensively

involving such a group with more reticent faculty members is an effective way to provide inservice training to a school.

Regarding teachers themselves, we learned the major importance of affecting negative teacher attitudes in inservice training designed around a Youth Advocacy focus. And we learned that teacher needs in correctional agencies are entirely different from those in public schools.

In summary, we discovered that, to be effective, institutional change strategies must be carefully planned and resources must be carefully assigned to them.

ACTIVITY I
CALIFORNIA

Richard Prescott
Project Director

This project was designed to establish a teacher training complex at the O. H. Close School, one of three schools housing adjudicated youth located at the Northern California Youth Center. The site is 40 miles north of the campus of Stanislaus State College and some 10 miles southeast of Stockton, a city of 125,000 population.

Aims and Components

This project addresses a major problem: the improvement of teacher training programs for teachers in correctional institutions. We have assumed that this problem can be best approached through the coordinated efforts of an institution of higher learning and a correctional school. To do this, the Division of Education at California State College, Stanislaus, in collaboration with the O. H. Close School administration and staff, has been developing and implementing a field-centered, performance-based teacher education program which specifies certain competencies required of an effective Youth Advocacy teacher.

Like other Teacher Corps projects, this one has three overlapping components. The preservice component involves the four project interns and was expected to attract student teachers from the

regular program to the target school. (However, problems of distance, travel time, and car expenses resulted in our having no volunteers from this group.) The inservice component, based on a teacher-run needs assessment, has been designed for the O. H. Close classroom staff. The community-based education component initially focused on staff members at the facility who were responsible for the students during their out-of-class time—their local "parents." With the advent of Activity II, this concept was greatly expanded. The interns' community experiences involved the on-site "community," working in a summer program at the Stockton Parole Center, as well as time spent with other agencies that provided programs for troubled youth. They have also been involved at the Activity II target school as student teachers and in working with the Community Cordinator in his parent education programs.

Staff and Students

The O. H. Close School includes both the educational facility, with its staff and programs, and the living units with their staff and programs. Both staffs are state civil service employees working the full 12 months: in effect, a 24-hour, year-round school. There are seven residence halls, each designed to house 50 students. Of the total school student population,48% are white, 30% are black, 18% Chicano, and 4% other. The ages range from 14 to 21. The average period of time spent at the institution is nearing 11 months.

Students come from all parts of Central and Northern California, and most have special learning needs: (a) 81% are reading below age/grade level expectancies; (b) 62% of the students score below 3.0 grade level in mathematics; (c) they possess little or no oral or written communication skills; (d) they have a negative attitude towards the process of education. They are isolated both physically and psychologically from the normal world of adolescence.

The classroom teachers had undergone much mandated inservice work before the beginning of this project and were not too enthusiastic at first. Since the first 6 months were a planning period during which volunteers conducted the needs assessment, this gave an interval of rest. The school administration also agreed to having participation in Teacher Corps inservice put on a voluntary basis. Another activity that raised interest was the opportunity to spend a week visiting the other Youth Authority Schools in the South. Both hall and school staffs had this opportunity.

These visitations resulted in positive feelings about themselves and their own programs, plus some new ideas. The outcome was a task group planning conference which set up two main thrusts. One was a full staff participation in an intensive Teacher Effectiveness Training Program conducted during school time. (The hall staffs ran a program for the students "at home" during those days.) The other sent the Survival Education teachers into their students' home communities for 5 days' exposure to local programs and problems related to student reentry. Another outgrowth of the needs assessment was a trial Master's Degree program in secondary curriculum with a Youth Advocacy concentration. This was also open to the interns.

Results

Our preservice experience appears to be richer and more varied than the regular student teaching experience. The Master's Program is viable but needs greater participation. Possibly a different site for the training complex that would be available to a greater number of teachers and teacher-candidates should be sought. The O. H. Close School education staff has experienced a lift in morale and is creating a more relevant Survival Education Curriculum. The Teacher Effectiveness Training program has yet to be assessed. The community education program at the O. H. Close School also had morale building as its major success. The more extensive program at the Activity II target school is described elsewhere.

Since this is a first-time Teacher Corps experience for the college staff, a great deal has been learned. In particular, an awareness of new needs and different delivery systems—for in-service and field-centered preservice—has been developed and is being used in new planning.

ACTIVITY I
COLORADO

Betty K. Marler
Project Director

Our Youth Advocacy project began as a collaborative effort in 1975. Now in 12th cycle funding, we continue to work under the

joint administration of the University Without Walls program at Loretto Heights College, Denver, and the Division of Youth Services of the Colorado Department of Institutions. We also enlist the cooperation of the University of Northern Colorado, the State Department of Corrections and the Department of Education.

Our project is indeed multifaceted, and its efforts fall into four distinct areas. In each of these we'll list the objectives first and then offer some description of how we've gone about meeting them.

Preservice

1. To provide individualized field-based M.A. degree programs and secondary education certification to four Interns.

2. To provide individualized, field-based B.A. degree programs and secondary education certification to ten Community Volunteers, four offenders or ex-offenders, and six employees of the Department of Institutions.

3. To develop a competency-based education program for a core of persons whose life experience, training and education will uniquely suit them to work with troubled youth (Interns and Community Volunteers).

4. To refine the adult study-release community corrections model established in Colorado during the 8th and 10th cycle Teacher Corps projects.

The four Graduate Interns and the ten Undergraduate Community Volunteers (6 employees of the Division of Youth Services and 4 ex-offenders) are participating in individualized competency-based degree programs through the University Without Walls at the College. Interns and Community Volunteers design their own degree plans, which include internships, courses, workshops, and independent study projects. The plans must comply with the teaching competencies required by the State Department of Education for teacher certification; however, the Intern or Community Volunteer may determine the "ways and means" of meeting these teaching competencies.

One of the aims of our project has been to develop a new kind of educator to work with troubled youth—a teacher-counselor. Therefore, Interns and Community Volunteers are required to be involved in four internship experiences:

1. In a treatment unit of the Division of Youth Services (within a

State juvenile corrections facility).

2. In an education program of the Division of Youth Services (within a State juvenile corrections facility)

3. In a community agency which serves troubled youth (in Denver)

4. In an inner city public high school (Denver).

Undergraduate Community Volunteers receive their B.A. degree and secondary teacher certification from Loretto Heights College. Graduate Interns receive their M.A. degrees from the University of Northern Colorado and secondary certification from Loretto Heights College.

Inservice

1. To provide a preservice and inservice training program with emphases in the following areas: learning disabilities, alternative education strategies, multicultural education, drug and alcohol abuse education, individualized education for basic skills, contractual and experiential learning, community and social systems.

2. To provide technical assistance in curriculum design and implementation in multicultural education and drug and alcohol abuse education in the Mount View and Lookout Mountain Schools, Division of Youth Services.

3. To provide on-site technical assistance to the cooperative educational project of Student Initiatives sponsored by West High School.

The teacher inservice program at the Division of Youth Services, Department of Institutions (Colorado juvenile corrections agency), has been aimed at content areas to improve the skills of teachers and has also served as an "inservice process training model" for its personnel. An inservice committee of teachers, with representatives from Administration and Treatment, designed the format, procedures, and interview instrument for a comprehensive training needs assessment. The Committee has been designing and implementing inservice programming based upon the feedback from the needs assessment. The following workshops and courses were presented and were specifically designed for Youth Services:

Workshops:

1. Team Management, Conflict, and Role Negotiation

2. Student Contracts and Individualized Educational Strategies
3. Moral Education
4. Wilderness Training—Curriculum Design
5. Developing a Sex Education Curriculum
6. Physical Education and Program Design
7. Group Process
8. The Learning Disabled Youth

Courses:
1. Teacher Effectiveness Training
2. Conversational Spanish
3. Youth Effectiveness Training
4. Commuinication Skills

Three special Training Task Forces of Youth Services personnel have been designed in the following areas: multicultural education; drug and alcohol abuse education and treatment; and a Training Curriculum Committee—developing a training model in basic communication skills to be required of all new employees of the Division of Youth Services.

Community and Reentry Efforts

1. To collaboratively develop and implement a successful reentry support system of services for youth returning to school in Denver after institutionalization, with the Division of Youth Services.

2. To increase community awareness and participation in understanding and resolving the problems of troubled youth and adult offenders through the vehicles of education, social, and institutional change.

Through a Teacher Corps "follow-up" with youth returning to schools from institutions, we are just now beginning to assess the major institutional barriers to youth reentry into schools. Our second year will focus on this issue.

The meeting of other objectives, regarding what we've loosely called "dissemination," will take place next year.

Dissemination

1. To publish and disseminate information and insights gained

as a result of our experiences, through abstracts and the communication media.

2. To provide a demonstration model of a cooperative educational endeavor between college, university, public schools, corrections, and community agencies.

ACTIVITY I
GEORGIA

Mae Armster Christian
Director

Chuck Fuller
Associate Director

Eighty-five children from the Atlanta Teacher Corps elementary school site were met with wonderment and praise when they dined, "in style and class," on February 14th at downtown Atlanta's Stadium Hotel. Legislators, hotel officials, guests, waiters, waitresses, and others intermingled with this group of very polished young people. This significant cultural awareness event was made possible through the cooperation and support of Teacher Corps. Many of these children make up the target group of "troubled children."

Prior to the Valentine's Day event, the classroom teacher had led the students in discussions and role-playing of good manners and "proper behavior" in restaurants and theaters. They also studied the vocabulary of menus and theatrical terms. Now they have begun writing poems and stories; plans are being made for writing and making picture books.

Following the dinner, the school principal called the project director to relate her emotional reaction to this cultural venture, a first for most of the children. In this situation, and other similar ones at the elementary school, classroom teachers and other staff have been consistently involved in a series of workshops and inservice experiences provided by Teacher Corps. Workshops, seminars,and other programs addressed classroom management, diagnostic/prescriptive teaching, school climate, implementation of new instructional strategies, and student participation in the learning process.

A mother of five, with a burgeoning sense of pride in herself and her child, recently wrote in a letter to Teacher Corps: "I feel good about myself now; I feel good about being on the school premises—daily—with my children. I had not been on a job for over ten years. Because Teacher Corps is helping me to volunteer, by paying me a small amount of money and helping me to learn in the GED classes, I feel really good. But better than that, my children feel good...."

Atlanta Teacher Corps is initiating an interagency linkage with a local federally funded project (EXODUS) whose efforts overlap those of Teacher Corps in working with troubled youth. This linkage could result in an expansion of services to the East Lake Meadows community—one of Atlanta's poorest, economically, but one of its richest in potential human resources.

Drew Elementary School is the site of our Activity I. The school is located acrossd the street from a highly populated, basically low income, tradition-oriented housing project. The Teacher Corps program, in this community, was designed around specific needs which were determined by school principal, faculty, support staff, parents, and community agency representatives. Activity I combines Youth Advocacy and the training complex thrust, delivering inservice through a school-based, school-focused approach to teacher centering, weekend workshops, alternative learning for troubled children, field-based university studies—both preservice and inservice—and real community involvement.

Activity I Components

Activity I program features (the Teacher Center, the Alternative Learning Center, a university component, and the community component) are proving to be exciting for a variety of reasons: First, the university component brings together university staff and faculty with the public school and community. University professors teach courses, conduct workshops, seminars, and attend and participate in conferences with parents, public school teachers, and agency representatives. The program is demonstrating that educators, parents, higher education, and the general community can work together to produce lasting and rewarding educational experiences for children. Also our program is helping people to belong, to become confident and competent in the practical application of skills as educators. Activity I is enjoying the strong support, involvement,and cooperation of the local education agency,institutions of higher education, the State Department of Education, and

the community. Perhaps most important, the project has evolved from the input and work of numerous role group representatives. What follows are some of the basic features of Activity I.

The Teacher Center

The Center is the primary vehicle for the inservice thrust at the elementary level. There, thoughts are shared by listening to, and with, each other. The "others" may be parents, teachers, administrators, university professors, state department officials, children.

Many ideas flow into and out of the Center. Thoughts on teacher-made materials become a reality in the Center. Materials are shared, items are made and borrowed through the Center. Parents have meetings in the Center. Small groups of children are brought to the Center for work, study, and enjoyment. Films are shared, albums compiled, ponchos are knitted or crocheted, macrame skills and designs are exchanged. Attitudes have been observed to take a more positive turn. New curriculum ideas have been born and simulated in the Center, then piloted and evaluated in classrooms. Inservice needs have been assessed and dealt with through the Center. Media have been used and explored. Workshops, minicourses, seminars, and training sequences have become realities—through the Center.

The Alternative Learning Center

Kids hurry along when on their way to the Alternative Learning Center (or ALC, as we call it). There, they engage their minds in problem-solving games, charts, and a variety of other sequenced processes. In the ALC, children who are often very slow to grasp ideas are challenged to build their concepts, their thinking skills, and attitudes through interaction with adult persons, things, and each other in a prepared environment. Before long now, advanced learners will also be given a chance to share in this unique "school within the school."

A glance around the ALC reveals children involved in work tasks. The collections of materials, the presence of people and things in the ALC come together to help the child begin to understand that it is upon the integrated personality that all of quality living is built. Involvement in the Alternative Learning Center is based upon need—of child and teacher. The ALC is a demonstration place.

There is a process for entry, and there are several steps in the process: (a) the child who is experiencing extreme classroom

learning problems is observed and evaluated to determine his level of disability; (b) the child is then brought to the ALC for additional exposure to learning tasks, diagnostic procedures, and materials; (c) it is then determined "what works best" for that particular child at that point in time; (d) the child's teacher is then brought in, regularly, for demonstrations; (e) following prescribed numbers of sessions, child and teacher return to the "mainstream"; (f) the classroom teacher may then elect to borrow, purchase, select, or make materials which should meet the needs of the specific children. Teachers frequently move on to the Teacher Center to make follow-up materials. Once the child (or children) and teacher have returned to the "mainstream," regular evaluation sessions are conducted to determine subsequent steps.

Parental Involvement

We determined three categories of parental involvement: "key" parents, "parent corps," and "volunteer parents." These levels of needed involvement came about after several small group seminars with parents, educators, Teacher Corps staff, and community agency representatives. Teachers, counselors, administrators, and parents came together to share thoughts and listen to ideas. All parent workers are trained through workshops, seminars, conferences.

The *key parent* is the person who assists the community coordinator in insuring that program plans and activities flow smoothly at the school site. The key parent is a paid volunteer. *Parent corps* members are also paid volunteers. For key parents and parent corps members, there are specific tasks, criteria for selection, role performance criteria, and prescribed duties and responsibilities. *Volunteer parents* are not paid. These are parents who come to the school to assist whenever and however they can. All parents, but especially key parents and parent corps members, share responsibility for input into program decisions. A community coordinator insures continuing interaction between school and community.

Major Objectives of Activity I

Simply stated, the major objectives of Activity I (closely related to Activity II) are:

1. To produce, process, implement, and evaluate activities which demonstrate the intensive, powerful nature and valuable

results of collaboration—especially between professionals and the general community.

2. To develop, disseminate, and institutionalize a systematic approach to site-specific, inservice education.

3. To demonstrate how field-based education can result in inter-institutional support system between LEAs and IHEs.

4. To demonstrate that troubled children, if nurtured, guided, and loved, can function acceptably within the educational environment.

5. To demonstrate that documentation of efforts and dissemination of workable program features will find approval, acceptance, and application.

Accomplishments

Teachers, students, and parents have been studying together. Student Initiated Activities have involved the entire student body. Trips, seminars, conferences, materials, films, documents. . . . We have realized many, many positives—and there have been some negatives. At the high school, student disruptive behavior declined, while attendance increased. In the beginning, a few skeptics thought the task insurmountable; they are beginning to soften. Has learning taken place? Yes, evidence suggests so. Has teacher behavior changed? Definitely!

Teachers are more open to interaction and exchange. They are asking questions, sharing ideas, conducting workshops, participating in dissemination. Both formative and summative data suggest changes in observable teacher practices and attitudes. Many more persons smile, share opinions, share materials, and critique activities. Process application continues; teachers are using diagnostic/prescriptive techniques to assess their needs and the needs of students; they consistently participate in planning, conducting, and evaluating workshops, courses, seminars, etc. Between 1976 and 1978, over 185 elementary teachers and nearly 100 elementary level parents were directly affected; and over 1,600 children at the elementary level were indirectly affected. Has pupil behavior changed? The evidence suggests a resounding yes!

What about the *system*? Has the system changed? In this instance, the cliche still applies: "Change is often traumatic; thus, evolution may be a painful process." Consequently, though we are beginning to observe some radical about-faces, these visible moves have taken time—and sometimes tolls. However, the most recent

"payoff" has made the pain tolerable, even gratifying. The Superintendent, Dr. Alonzo A. Crim, and his Cabinet have charged the Teacher Corps project with the "full implementation of the newly adopted system-wide *Guidelines for Discipline* in the event of funding for '78."

The accomplishments of the Atlanta program are directly traceable to several sources: (a) a supportive, highly trained staff; (b) the invaluable sharing of skills, personnel, and resources of the Southeastern Network and the National Youth Advocacy Loop (membership in these two support systems has resulted in far greater impact and outreach for the Atlanta Teacher Corps); (c) continuing confidence and assistance from the Georgia State Department of Education; and (d) the trust, belief, and mandates to "make Teacher Corps work" from certain administrators of the Atlanta Public System and consortium-member institutions of higher education.

ACTIVITY I
ILLINOIS

Shirley Baugher
Director

Elaine Athas
Associate Director

Our Youth Advocacy project is located at Northwestern University but serves teenagers at two other locations in the Chicago area: Farragut High School and its alternative schools in the Lawndale section of Chicago; and the Illinois Youth Center at Valley View (St. Charles), a juvenile corrections center.

We've established the following goals:

1. To develop and implement a preservice teacher training program at Northwestern University which would provide special knowledge and skills to interns who wish to work with troubled youth in high population, low-income areas. Such a program would culminate in the award of a Master's Degree in Teaching.

2. To establish an inservice training program for teachers who work with troubled youth in the Lawndale area.

3. To develop educational materials for the target student population relevant to their needs and interests.

4. To develop lines of communication among participating personnel at Valley View and Farragut High School who work with troubled youth from the Lawndale community.

Structure, Demographic Information, and Agencies Involved

Farragut High School and Its Community: Chicago, Illinois

The Lawndale commnity is divided into two sections: North and South. North Lawndale is entirely black in racial composition. It has a median income of $4,981 a year, with nearly ¼ under $3,000. Many residents of the community are dependent on welfare funds. The unemployment rate is among the highest in the nation. Many of those who are employed work in low-skilled, low paying jobs. Poverty is an omnipresent factor in the community. The effects of poverty have a serious influence on the behavior of Lawndale youth who constitute 65% of the population for the North section.

South Lawndale differs considerably from the North section. Its ethnic composition is Central European and Mexican-American. The South section has a median income of $6,408 as compared to $4,981 for North Lawndale. Since 1920, there have been few changes in the South section, whereas in the North section, population increased sharply as the original Jewish population moved out. in 1957, it was estimated that 3,000 persons per month migrated from the South to Chicago; many of these settled on the West Side. This rapid growth, coupled with absentee landlords have led to many of the changes in the North Lawndale community. It is from the North section that Farragut High School and its Outpost facilities draw most of their student populations.

Young people from both the North and South Lawndale districts feed into Farragut High School and its Outpost facilities. Farragut has about 3,200 students enrolled each year. The school makes an effort to accommodate both the college-bound pupil and those whose education will terminate with the high school experience. There are programs with heavy academic orientation geared toward college entrance exams. There are also vocational and work-release programs.

Illinois Youth Center—Valley View: St. Charles, Illinois

A good many adjudicated teenagers from the North Lawndale

area are sent to the Juvenile Corrections Center at Valley View. The Valley View facility, a school for boys, operates as a full-time school program of the Department of Corrections, Juvenile Division. It is unique in that it is based on social learning theory principles. The basic philosophy practiced at Valley View is that maladaptive behavior is learned, but modifiable through an education process. At Valley View, each student is evaluated and analyzed for maladaptive behaviors so that alternative responses may be substituted. Education and counseling specialists at Valley View do not attempt overt restructuring of values or attitudes. Rather, they demonstrate alternatives to the youth's present mode of living by exposing each student to an environment offering cultural, academic, and counseling experiences and by instructing him so that he may obtain the skills for attaining new approaches to life. This is an intensive process, all departments participating. Each staff member is considered vital in bringing about desired changes.

Strategies, Interventions

Preservice

Four interns were chosen to be a part of the preservice component of the Northwestern project. Their 2-year training was based on the University's Master of Arts in Teaching program which stresses theory and practical experience. The program was modified enough so that each intern could be dealt with on an individual basis—integrating standardized university courses, project developed inservice courses, extensive on-site experiences, and involvement in the Youth Advocacy activities. In short, each intern had an academic program which was tailored to his/her specific needs and deficiences and which focused on extensive practical experience with inner-city and incarcerated youth.

The Youth Advocacy peer training component probably had the most impact on the preservice interns. They were expected to play an integral part in all peer training activities, serving as instructors, coordinators, and facilitators. Some of this experience was credited through the University MAT program, and other parts were only project obligations. Interestingly enough, these activities provided the interns with some of their most valuable experience.

Inservice

The Phi Delta Kappa Commission Report on Professional

Renewal was the basis for establishing our inservice program. Initial inservice activities centered on assessing teacher needs through a modified version of the Delphi technique. Once these needs were established and priorities were set, courses based on University extension regulations were developed and offered. The strong incentive for teachers was the University credit. Yet the desire for credit and the imposing regimentation of extension course regulations in order to receive credit impeded the development of unique programs which would deviate from lock-step, 10-week, quarterly courses. As the University became familiar with the Teacher Corps program and its goals, it assisted in bending its interpretation of its regulations so that the second-year programs were more creative in format and content.

Project Accomplishments

Specific inservice programs included 10-week course offerings in such areas as proficiency in basic skills, values clarification, and behavior modification. A core of 35 teachers at Farragut High School and 15 teachers at Valley View were able to avail themselves of the training. A teacher exchange program was developed so that teachers from the penal institution were able individually to spend a full day in the urban high school and its setting to better understand their students. The site coordinators made all arrangements for substitutes, transportation, and a specific tailor-made visitation schedule.

Probably one of the most rewarding accomplishments of the project was summed up by a teacher participant, who stated that "teachers involved in Teacher Corps are talking to one another, sharing instructional information, and are working as a cohesive group. That's an accomplishment for a large urban high school!" In order to build on this cohesiveness and professional collegiality, a Teacher Center was developed. A specific room adjacent to the Media Center was designated as the "Northwestern University Teacher Corps Teacher Center"; and materials relating to the inservice courses, as well as departmental requests, were ordered to stock the Center. Teachers inventoried the entire school to determine what materials presently existed and resided in individual classrooms. This master inventory was card catalogued and placed in the Teacher Center. It is the hope of the project staff that this Center will act as a permanent legacy of Teacher Corps and be the impetus for further staff development.

ACTIVITY I
INDIANA

Mary Jane Dickerson
Diana Allen
Galvy Gordon, II

Our Youth Advocacy program is based at the Indiana State Girl's School located in Clermont, but the program has a community emphasis throughout both Marion and Lake Counties. Staff consists of eight full-time personnel with a support staff of one secretary and six university assistants.

The Indiana Youth Advocacy program works with a previously overlooked segment of the youth population—the state's incarcerated youth. This focus is bsed on two assumptions:

1. A major purpose of education is to assist the youth of our nation in becoming responsible adults, ready to assume the duties of citizenship.
2. Youth offenders have been identified by some courts or agencies as "nonresponsible" and are, therefore, stigmatized and isolated from society.

Objectives and Approach

The objectives for this cycle relate directly to the problems faced by these youth. We seek to accomplish the following:

1. To develop a demonstration model for correctional education.
2. To develop specific requirements leading to certification in correctional institution teacher training.
3. To create a connection between the institution, the communities, and the agencies that the offenders come in contact with prior to, during, and following their incarceration.

One of the most difficult aspects of a statewide program is the identification of a single community that a Youth Advocacy program may serve. Rather than focus on a single community, our approach has been to address community problems on a statewide basis.

Teacher Corps Youth Advocacy works with the "corrections

community," including the jails, detention centers, courts, reformatories, prisons, half-way houses, etc. We also focus on the neighborhood school community from which the youth offender has been committed. Here we use a community procedure known as "Discovery Process." This process was developed by Dr. James Kent's Foundation for Urban and Neighborhood Development. It is the basis of our community emphasis in both Marion and Lake Counties. The Discovery Process also provides the philosophical structure for the Youth Advocacy, Activity II program (see our description of it under "Activity II" below).

Preservice and Inservice Programs

The educational delivery system for both our preservice and inservice programs is Competency-Based Teacher Education (CBTE). CBTE can provide a management system model for adult and youth instruction.

An accomplishment directly resulting from our preservice education effort is an exemplary reading teacher training program. Our project's reading instruction for interns is to implement and evaluate this program through the use of CBTE instructional modules. The Project Director made a presentation of this program at the September 10, 1977, International Reading Association Regional Conference. For this presentation, the Director and Program Development Specialist (PDS) presented the step-by-step procedure for implementation. This presentation, in printed form, was distributed to all participants and additional copies were ordered for dissemination among the Teacher Corps family.

A proposal for new certification in the area of Corrections Education was developed. An in-depth survey indicated specific needs for special skills for teachers of troubled youth. In response, the project collaborated with the State Department of Public Instruction to design an endorsement in Corrections Education. Attaching this minor to a regular major results in the training of teachers in both process skills and content knowledge. It also will appropriately prepare teachers to work in correctional settings. State Certification in Corrections Education has been approved through the Teacher Education Advisory Council and is expected to become a provision of applicable Indiana statutes in the near future.

Our inservice program has been directed toward a similar aim. Elements of the instructional program planned for the interns have been available to inservice teachers at the Eliza Hendricks School,

Indiana Girls' School. Supplementing these opportunities has been a series of inservice workshops that have addressed diagnostic and remediation procedures for students with learning difficulties, classroom methods of behavior management, enhancement of self-esteem, and other areas indicated in the needs assessment.

The community aspect of our Teacher Corps project is focused upon reentry into the community. Using the Discovery Process and interviews with girls who had encountered difficulties in returning to their communities, we identified several problem areas. These centered on school placement, job opportunities, the home and community environment, and municipal agencies such as the welfare department. The Associate Community Coordinator was able to bring about a change in procedure to facilitate the transfer of school records. The delay from the date of a girl's release from Indiana Girls' School to the date that she can return to school in her community has been cut from the previous 10-15 days to 3-5 work days. We have developed a network of agencies and persons involved in this reentry process. These include Lake County Juvenile Court, Judge Mezart and his staff, the Gary Police Department, 14 Model City agencies, School City of Gary, School Superintendent Dr. McAndrews, and others. We believe that our Activity I work at Indiana Girls' School has provided experiential know-how that can benefit incarcaerated youth returnees throughout the nation.

ACTIVITY I
MAINE

Irene Mehnert
Project Director

Project Location and Goals

The 11th cycle Teacher Corps project of the University of Maine at Orono and the Old Town Schools can be characterized as a Youth Advocacy/Training Complex in a rural setting. Its primary purpose is to develop, implement, and evaluate a Youth Advocacy program. The project provides only the process goals for the

establishment of a school/community program and leaves the ultimate design to the school and community.

We emphasize the preservice and inservice training of educational personnel to enable them to work effectively with disruptive youth. We are also developing a model for interagency coordination of youth services between the schools, community agencies, and city government. Finally the project chose to highlight the following twelve elements as essential to a Youth Advocacy program:

1. self-concept
2. interpersonal communication
3. values clarification
4. decision making and leadership skills
5. cultural diversity and stereotyping
6. economic/career awareness—work opportunities
7. legal awareness
8. alternative curricula—individualized instruction
9. remedial work
10. educational and community awareness
11. basic counseling skills—individual and group
12. parent effectiveness training

On the basis of needs assessment and these twelve elements of Youth Advocacy the inservice program has been developed. Some of the formats we have used include: university course work, on-site course offerings, inservice released time workshops, mini-grants, conferences, seminars, visits to other sites, and individually contracted studies and curriculum development projects.

Overview of Project Accomplishments

1. Development of a child study team. We trained a core group of teachers in screening, diagnosis, prescriptive teaching, education/behavior management. Students with learning or behavior problems are referred to this team.

2. Development of I CARE program. This program trained teachers in basic counseling skills and intervention strategies and then provided a continuous contact between a teacher and a disruptive student in an attempt to develop a significant other person in that youth's life in school.

3. Incorporation of parenting program using STEP (Systematic Training for Effective Parenting). This program involved groups of

parents using programs and tapes in an Adlerian approach to parenting as a means of raising responsible people.

4. Experiencing the juvenile justice system. Participants were given case histories, arrested, booked, fingerprinted, etc., with opportunities to experience every level of the legal system—police, probation, courts, penal institutions, after-care, alternatives, and legislation affecting youth.

5. National Youth Program Using Minicycles (NYPUM). This is a diversion program for youth. Small group work and behavioral contracts aim to develop responsibility to change behavior which limits a youth's potential for positive personal growth.

6. Development of the Eastern Maine Association for Adolescents. This interagency network has the potential of providing opportunities for a much stronger impact, than would a single thrust approach, on the lives of youth and much greater flexibility in the means by which their needs may be met.

7. Development of work opportunities through Comprehensive Employment and Training Act funding.

Training Models

Since the Maine project has a major focus on training, we would like to share two programs that have relevancy to other Youth Advocacy projects. (a) The I CARE program was designed in response to the number-one priority of teachers who requested help in working with disruptive youth in the classroom. This program was developed in collaboration with the site school principal. (b) Youth Training for Innovative Leadership and Program Mangement was developed in collaboration with Activity II.

Individual Counseling and Responsibility Experience—I Care

This inservice counseling skills program was designed to have two phases. In its first phase, the emphasis was on helping teachers acquire basic counseling skills. The second phase emphasized learning and using various intervention skills with disruptive youth. The following outline describes specific goals and objectives in each phase.

Phase I. Training goal: The goal of this phase was to help teachers acquire effective counseling skills. *Definition of training goal:* The types of counseling skills which teachers should acquire are mainly effective interpersonal response skills. These are designed to convey to the youth that the teacher perceives the youth's

environment and interactions, as the youth is experiencing these factors. *Training Objectives:* Participants will be able to: (a) describe the various reasons why students behave in a particular manner; (b) decode effective and ineffective counseling response modes from taped samples of counseling sessions; (c) use a range of counseling responses—explanatory, listening, affective responses, honest labeling, confrontation of discrepancies—(d) identify discrepancies which exist between the teacher's value system and the value systems of today's youth; and (e) describe the types of behaviors, both youth and adult, which encapsulate the teacher's ability to engage in a helping relationship.

Phase II. Implementation goal: The primary goal of this phase of the I CARE program was to have teachers use their newly acquired counseling skills with the general student population enrolled in the junior high school. *Implementation objectives:* Teacher would: (a) initiate counseling sessions which dealt with the types of developmental tasks confrontng all youth; (b) initiate counseling sessions which would focus on emotionally charged issues in the youth's life; (c) use a range of counseling responses which would aid the youth's understanding and clarification of factors which impede his or her positive self-development; (d) use their counseling skills to develop relationships with students which would allow the teacher to become a "significant other" in the youth's world.

Youth Training for Innovative Leadership and Program Management (in Activity II)

If students are going to be involved with initiating activities, it becomes apparent, almost immediately, that there is a need to develop training components that will enable them to assume new roles in leadership and program management. Therefore, a youth training component for Student Initiated Activities should: (a) provide youth with leadership opportunities traditionally exercised by adults; (b) present a process to reverse the perpetuation of adult-dominated youth programs; (c) insure adult participation in supportive and facilitative roles essential to youth's evolving development; (d) provide opportunities for youth in primary leadership roles.

How are these goals to be achieved? The following description is a modification of a pilot program developed by the Maine State Department of Educational and Cultural Services. The strategy employed by the Maine project is to give students control over a percentage of the budget. Without this important element of power,

we felt the students would be limited in developing leadership and program management skills. The participant group is 80% youth and 20% adults. Youth are of junior high school age, while adults represent parents, local public agencies, schools, and community members.

The leadership roles and functions of this project encompass program development and management from the conceptual basis of social/civic/economic growth by youth in their personal and interpersonal situations.

Training consists of techniques in program planning and interpersonal communication skills, taught initially to youth participants. These youth will in turn train additional youth as they plan student-initiated projects in satellite schools and/or communities. Once developed, participants will have responsibility for implementing their plans, which will continue to call for expanded community and/or school participation in the development and management of additional projects. As part of participant training, a community-wide formal and informal communications system will be established. This is necessary for program maintenance, renewal,expansion, and integration with existing school/community programs.

The goal of this project is to provide the means for increased youth leadership through the application of skills acquired and refined in activities that are: youth-initiated, youth-led, youth-centered social/civic/economic programs. The objectives of training are:

1. Participants will be equipped with the knowledge, skills, and techniques necessary to attain program goals. These skills and techniques are in the categories of: (a) program planning, development, and management; (b) peer assistance; (c) resource indentification and use; (d) community and organization development; (e) leadership; (f) communication. Specific skills and techniques included in (a) through (f) are: needs assessment, objective and priority setting, problem solving, consensus taking, decision making, action planning, conflict resolution, resource linking, report writing, information gathering and dissemination, listening, paraphrasing, giving and obtaining feedback, motivation analysis, brainstorming, team building, negotiation, mediation, and evaluation.

2. Youth will assume increasing responsibilities for the program leadership through the provision of structured experiences and opportunities for guided, and later independent, practical applica-

tions through: (a) interactions with peers and adults; (b) field-work types of career oriented experiences; (c) building and use of bases of mutual support for positive reinforcement.

3. Participants will gain more productive and self-satisfying attitudes and behaviors as a result of the program through: (a) youth helping themselves and their peers in attaining new interests and aspirations, career exploration, values clarification, and reinforcement; (b) adults as role models helping youth in areas of present employment, career discovery and exploration, bridging gaps between the in-school and extra-school worlds, values clarification, reality testing, setting life expectations, and expanding aspirations; (c) youth helping adults to be more open, more aware, and more committed to youth and community development.

4. This project will have an impact on local communities and schools through the development of other projects which integrate youth and adult needs.

ACTIVITY I
MARYLAND

Charles H. Bowers
Project Director

Structure and Objectives

The 12th cycle Youth Advocacy program in Baltimore is addressing itself to the readjustment of delinquents at the Montrose Training School in Reisterstown, Maryland. Our program involves the cooperative and collaborative efforts of the Baltimore City Public Schools and Morgan State University. Our aim is to implement staff development and improvement training that will upgrade the expertise of instructors in a correctional institution. By working directly with the staff, the program's ultimate goal is to promote attitudinal changes within the juveniles themselves and society in general. Innovative curricular programs are expected to lead the juveniles to successful and acceptable life styles in the mainstream of society. The school's teachers are participating in developmental workshops, seminars, and are taking university courses related to their areas of academic concentration. They, in turn, are then

serving as resource personnel and classroom cooperating teachers for the four project graduate interns who are receiving academic and field training for positions as instructors in this type of institution.

The Hillen Education Center is the other field component of this Teacher Corps project. Hillen is a public school located on the campus of Morgan State University. It was established in 1977 as a cooperative venture between the Baltimore City Public Schools and the university to provide alternative academic learning strategies and socialization skills for those students, aged 13 to 16, who have been labeled by their home schools as exhibiting consistent patterns of disruptive behavior. These behaviors include: physical assault on teachers and peers, the inability to adjust to a large school facility or large classroom setting, involvement in delinquent acts, damaging school property, etc. Hillen Education Center is also used as a transitional center for youth returning from training schools, such as Montrose or other juvenile service agencies, and for those who are under juvenile court jurisdiction.

A number of studies have shown a correlation between juvenile delinquency and educational retardation. Owing to these studies, the educational programs at both Montrose and Hillen have been designed to meet the individual student's academic, social, and vocational needs. The basic instructional programs are individualized to work on attitudes, specific behaviors, and academic skills.

Strategies

Specifically, Montrose Training School is an established state corrections institutions, while the Hillen Education Center is in only its second year as an alternative component public school. This year several staff, administrative, and curriculum changes have been and are presently taking place at Hillen in hopes of establishing a more effective program. Our improved program will place emphasis on staff training, student activities, and case conference methodology.

Staff training will be provided in several areas which have been identified as needs. Long-term workshops will address training for the Hillen staff in climate setting, team building, role clarification, and the concept of guided peer influence. In addition, there will be intensive short-term workshops in communication and leadership skills. The communication workshops will focus on intrastaff patterns of communicating and the skills necessary to foster positive staff-to-student communication. The leadership work-

shops will emphasize the identification and utilization of student strengths and the improvement of techniques of classroom management. To further clarify the needs cited above, weekly or biweekly inservice sessions will be conducted to discuss normal versus abnormal adolescent behavior, alcoholism and drug abuse, behavior modification,and the offering of alternative programs/choices to "disruptive " students.

There will be special activities scheduled for students. Brief presentations on topics of interest to them will be provided to foster their participation and interaction. The students will be able to participate in regular recreational activities sponsored by the Morgan State University Department of Physical Education. Community and cultural activities will be developed for the students as their interests are identified.

A systematic case conference methodology will be established with clear criteria developed for identifying and recording data, reviewing student progress, counseling strategies, and processing procedures for student reentry into the "regular" school system. The process by which the case conference is conducted should promote the full involvement of all staff. And the review of a student's progress should include some means of involving the student himself in a discussion of that progress, perhaps with the principal or the psychologist.

Volunteers, particularly males with whom the students can identify, will be used to act as role models—working with the students on a one-to-one basis and organizing activities of interest to the students on Morgan's campus in the larger community.

Expected Accomplishments

The project intends to act as a catalyst for providing innovative curricular and program designs that will upgrade the offerings at the two sites. Our program objectives will seek to bring about an early enough intervention so that the students can formulate, modify, and fortify themselves to successfully meet socially accepted standards.

ACTIVITY I
MICHIGAN

Jacqueline Lougheed
Project Director

Project Location and Staff

Oakland University and the Farmington public schools are located in the Detroit metropolitan area. Oakland is a relatively new institution of higher education, supported by the State of Michigan. Because of Oakland's location, it has access to a total environment beset with urban, suburban, metropolitan problems. The university offers graduate and undergraduate programs in education, human resources development, health sciences, arts and sciences, engineering, management, and nursing. Current enrollment is approximately 11,000 full-time students. The Farmington school system is located in a suburban setting adjacent to Detroit. The student target population for the project is drawn from the following institutions and schools in Farmington:

Boys Republic—residential treatment center for emotionally disturbed, adolescent, delinquent boys. Approximately 90% of the boys are court appointed from Wayne County for acts of violence, truancy, and disruption. The boys are in a condition of emotional and social turmoil which is too servere to be contained without treatment, yet not severe enough to require hospitalization. The school at this institution is part of the Farmington system. The student population is low income.

St. Vincent and Sarah Fisher Home—nonprofit children's agency which provides 24-hour care for dependent, neglected, and predelinquent boys and girls aged 4-17. Referrals for placement in the Home come primarily from the courts, as well as various public and private agencies in the fields of social service and mental health. The Home is financed principally through fees from the State, the courts, and the United Community Services of Metropolitan Detroit as a member agency receiving Torch Drive funds. Nearly all children attend selected Farmington schools and all are considered low income.

William Grace Elementary School—Title I elementary school in Farmington, representing a cross-section of socioeconomic backgrounds in an urban/suburban transitional area with concentrations of low income children. These children have a high incidence of learning and behavioral problems. A high percentage of Sarah Fisher students attends this school.

Project staff consists of a Director, Program Development Specialist, Site Coordinator, Community Coordinator, Team Leader, Team Teacher, four graduate Teacher-Interns, university instructors, and support personnel from the institutions, agencies, and schools. In addtion, the project is supported by and provides technical assistance and support to the staffs and community at the institution and schools listed above.

Goals of Project

Developing accommodative programs for delinquent and predelinquent children and youth is a difficult task. Historically, these children have been viewed very negatively and have been "pushed out," "turned off," and generally rejected by schools and society. If this modus operandi is to be reversed, it will require reshaping schools and institutions, developing new hiring policies and preparation programs for staff, and redesigning the curriculum and educational environments. Part of the effort must also include pulling together diverse, unilateral institutional responses in a common effort—creating comprehensive, stable, educational and community support systems for troubled youth.

Designing an educational program for an institutional setting is a very difficult task. The placement of troubled children and youth in institutional settings is usually dictated by other than educational considerations. Placement is usually made by court order to provide either a correctional, treatment, and/or custodial setting for the youth. Duration of placement varies greatly, with most placements lasting a short period, allowing little time for adequate diagnosis and prescription of learning problems or for assessing attitudes toward learning and school. Most schools in institutional settings have been described as babysitting arrangements, where students spend time in an unplanned, unstructured, unmotivating environment while awaiting "their hour with the therapist" or serving court-appointed time. The result is that little education takes place, and teachers are

forced to react to children rather than interact with them. Teachers in institutions generally hang on, though some barely survive.

Even when there is a determined effort to provide a diagnostic workup on a youth, clinic and school staff tend to act in discrete and independent ways, using their own jargon, and making very little effort to relate their findings to a series of common goals and objectives for each child. This has resulted in an endless series of frustrations for the teachers. The efforts of the psychologist and social worker are hard to translate into educational terms. At the same time, the teacher is rarely able to articulate the needs and behaviors of children to the clinical staff. There is much suspicion, fear of loss of autonomy, and concern with the "pecking order" between the two groups. This reduces the accommodative power of the total effort. An effective interdisciplinary team must be formed—and the dichotomy between treatment and education eliminated. Children cannot be cut up into educational and treatment parts. They are "real," "whole" people and must be treated as such.

To improve our accommodative power, Teacher Corps is attempting to utilize the positive role education can play as a rehabilitative and ameliorative intervention force. We need to eliminate the negative roles schools and educational personnel have played in rejecting kids in trouble, and give these students greater access to positive, responsible, meaningful roles. In order to accomplish this, our project has generated the following objectives for Activity I:

1. To train/retrain educational personnel to work more effectively with troubled youth.

2. To improve accommodative power of educational programs and environments for troubled youth in institutional and school settings through programs of prevention, intervention, and reintegration:

Prevention—initial diagnosis and prescription strategies with follow-up to prevent future "troubleness."

Intervention—in the cycle of "troubleness and rejection" by providing improved training/retraining programs for educational personnel, and enriched educational programs and environments for students in schools and institutions.

Reintegration—of institutionalized youth to local schools by providing new supportive strategies that work in local settings.

3. To develop broad-based community support programs of pre-

vention, intervention, and reintegration for troubled youth with community, agency, judiciary, educational, and institutional linkages.

4. To systematically adopt and conduct research that will promote effective ways of working with troubled youth.

Structure

The student population at Boys Republic and Sarah Fisher Home is approximately 45% black and 55% white. In addition, all of the children are low income, with high turnover and dropout rates. All of the students have been adjudicated as delinquent or diagnosed as predelinquent and all have emotional, adjustment, and school related problems. The student target population at William Grace is Title I with a high incidence of behavioral and learning problems. A very high percentage of these children are Appalachian white as well as bilingual Slavic. As mentioned earlier, many of the Sarah Fisher children attend William Grace.

Project governance is conducted through a Steering Committee composed of representatives of the various role groups, institutions, and agencies participating in the project. In addition to this, we have a management team, teaching team, and community team, each with specific tasks and responsibilities.

Strategies and Interventions

The intervention strategies for our program consist of designing new preparation programs for teachers and professional people and developing new delivery systems for professional preparation and the instruction of children.

The instructional and training design for Activity I combines competencies from the fields of elementary education, counseling and guidance, and special education. This unique and innovative design emphasizes diagnostic/prescriptive teaching, behavioral management, and strategies to provide a rich educational environment in a multicultural setting. This model encompasses both preservice training for Teacher Corps interns, as well as continued professional development for the the project staff and other interested personnel. The professional development activites and services include course credit modules in the three fields listed above, seminars, workshops, individual or small group work in curriculum

material development, or individual research or study on a selected topic.

To deliver the professional development program, a Teacher Resource Center (TRC) has been developed. This Center is the focus for our training/retraining efforts. Seminars, workshops, and conferences are conducted by a clinical, interdisciplinary-interinstitutional staff at the TRC. The Center contains a wide variety of materials and research-oriented products. It is also a curriculum center for the development of materials for use with students.

A large percentage of our curriculum development efforts consists of redesigning the "Behavioral Skills Lab" (BSL) to our specific needs. The BSL is an outgrowth of demonstration and research efforts, conducted in the Houston Independent School District. Adapting research in learning disabilities, curriculum and instruction, teacher modeling behavior, as well as other related areas, the Houston project staff set out to change current instructional patterns and attitudes of professional personnel working with children demonstrating a wide range of learning and behavioral problems. The goal of the BSL is to guarantee that each student will show significant social and academic development in a regular classroom through a training program designed to:

- sensitize teachers to their current teaching practices by modeling back their behavior
- sensitize teachers to effects of different instructional practices through modeling
- provide systematic follow-up to promote the development of new materials and instructional practices in individual classrooms

Accomplishments to Date

We are currently in the middle of our second year of the project. Even though, at this writing, we are several months from final evaluation, we do have some fairly clear indications of efforts that hold promise of success, as well as documentations of others that have been modified or dropped because they were not producing expected outcomes.

The development of the Teacher Resource Center (TRC) has proven to be most beneficial. Having an on-site facility specifically designed as a resource and training center that is both interesting and functional has encouraged greater teacher participation. Interestingly enough, it has also fostered greater collaborative efforts on

the part of the schools and university in the delivery of services. It has provided a place to display and share materials developed for students and this has resulted in some exciting, productive spin-offs. However, making a center such as this really functional requires staff with both expertise and time to make the place alive, inviting, and viable. It also requires considerable capital outlay for materials, products, and hardware.

Professional development needs of staff are also changing. We are finding that teachers are becoming less interested in traditional courses or in acquiring additional college credit hours and are becoming more interested in seminars and workshops dealing with specific instructional or curricular problems. They also want this help when it is needed, which mandates, therefore, that staff, time, and materials be available in a place which encourages maximum use.

Another major difference we are seeing in our professional developmental efforts is in the governance of the Center and its services. This governance must be a collaborative effort for all participants. We have, therefore, established school inservice committees, which give direction and continuity to services.

In our developmental efforts in the BSL, we had greatly underestimated the amount of time it would take to develop materials, train staff, and provide follow-up activities for teachers in their classrooms. We had to greatly modify our timeline, as well as change the number of teachers we could adequately take through the training and then follow up on. We also found that developing new materials for the labs was too slow a process and we moved toward adapting and adjusting already available material. With these modifications, we are finding that this multisensory, mulitimodel approach to individualizing instruction for students with behavioral and learning problems is working and is viable.

Our efforts in developing new training designs for professionals and developing new, more effective delivery systems of instruction for students are showing signs of increased effectiveness. However, a great deal more needs to be done. Increasing our accommodative powers for youth in trouble—by ameliorating the negative, repressive approaches to these young people on the part of society and its institutions—will take continued, concerted, collaborative efforts by us all. Some of our efforts seem to indicate that we are on the right track.

ACTIVITY I
VERMONT

Ruth Farrell Benoit

The Vermont Teacher Corps Activity I program centers its efforts at Mt. Abraham, a rural junior-senior high school in Bristol, and at the Weeks School at the State Youth Detention Center in Vergennes. Other activities of the project—a Mainstreaming Program at the White River Elementary School, and an Educational Planning Task Force for the Department of Corrections—have reached farther into the state and the juvenile justice system. The various program components in operation at these sites include:

- The Teacher-Adviser Program at Mt. Abraham
- The Team Teaching Program centered at the Junior High at Mt. Abraham
- The Curriculum for Troubled Youth Seminar for Mt. Abraham and Weeks School staff
- The Mainstreaming Program in White River Junction
- The Turrell Evaluation Center Staffing and Staff Training Program at Weeks
- The Educational Planning Task Force
- Intern Training Program
- Parent Advisory Committee/School Community Council Planning Team
- Bilingual Education Planning Task Force

The inservice programs at Mt. Abraham emerged after we surveyed the teachers' needs and offered a day of mini-workshops based on this survey. The major emphases of the inservice program were then negotiated, based on teachers needs and responses and compatibility with the goal of serving troubled youth.

The Teacher Adviser Program

In this program teachers take on an advising role with a particular group of students. Teachers meet on a regular basis with their advisees, both in small groups and individually. These advising sessions provide students with consistent, frequent contact with

one person in the school system. Activities in the sessions are wide ranging—from simply helping students schedule courses, discussing grades and activities aimed at helping students clarify their process games, and activities aimed at helping students clarify their own issues and provide support for each other. Students were also asked to do course evaluations for the school during the advising sessions, providing them with a forum for being heard. One Teacher Corps staff person is in the school one day a week to meet with advisers to offer training, suggest activities, and provide support for this new role.

The Teaming Program

When Teacher Corps first began to work at Mt. Abraham, the junior high school was beginning to reorganize into multi-disciplinary teams, each team of teachers working with one particular group of students. This reorganization provided both a definite need for teacher support and an opportunity to help teachers become aware of how this alternative structure provided opportunities for the students who were less successful in the more traditional structure.

Teacher Corps offered a series of workshops to the teaming staff on such issues as team building, group process, team planning, and curriculum planning. At present teams are working together, organizing units that everyone takes part in (for example, one on sugaring in Vermont and one on the metric system) and coordinating activities: The English teacher uses readings from the same period the history teacher is discussing, and so on. The inservice coordinator regularly attends team meetings and serves as a resource person.

The Curriculum for Troubled Youth Seminar

During the second year of the Teacher Corps program, the Teacher Corps staff began team teaching a course for both the Weeks School and Mt. Abraham faculty dealing more specifically with the area of troubled youth and in particular with curriculum for these students. This course provided the teachers from both schools an opportunity to work together on an issue of common concern. Teachers in the class are working on projects to involve the students, for instance, a student-designed Weeks School Cookbook from the home economics class, and a slide/tape presentation of the issues

discussed in the seminar, using a combination of teacher, cottage parents, and student interviews.

The Developmental Perspective

During the summer of '77 the Teacher Corps program offered a week-long institute on developmental theory for both Mt. Abraham and Weeks School faculty. The institute introduced participants to ego, moral and cognitive developmental theory, and interviewing, counseling and assessment techniques. Participants then planned projects and curricula for their own classroom using these perspectives. For example,one social studies teacher began a project using the daily newspaper to get into discussions of moral dilemmas, and one counselor has organized a counseling group to test out ways of influencing a student's moral development. One nice by-product of the institute has been the support and combined efforts that people from the different sites have experienced. One specific product of the institute is a monograph written by institute faculty and participants describing the application of the developmental per-spective to curriculum development. Participants are now organized into support groups, testing curricula, meeting with staff, and working in follow-up weekend workshops.

The Mainstreaming Program At White River Junction

During the 9th cycle Vermont Teacher Corps program we developed, at the Hartford Elementary School, a program to facilitate mainstreaming special education students into the regular class. This model involved: training teachers to collect data on the varying developmental levels of students in their classrooms; and a case staffing process involving teachers, administrators, school specialists, and aides which utilizes this data. Everyone in the school who came into contact with a particular student provided information and took part in the planning and carrying out of his or her individualized program through this staffing process. The 11th cycle mainstreaming program involves implementing this process in the White River Junction Elementary School, another school in the same district.

The Turrell Evaluation Center Staffing and Staff Training Program

This program involves training and support for the staff at the Weeks School evaluation center in order to implement a staff review process similar to that used at Hartford, as well as training in various educational testing techniques. The overall goal is to develop a consistent progrm of evaluation for students coming into the Weeks School, and detailed recommendations for placement.

The Correctional Educational Planning Task Force

At the request of Vermont's Commissioner of Corrections, the Vermont Teacher Corps assumed the task of developing a detailed plan for educational programs in the juvenile justice system. An interagency task force was formed to study the current approach to education of troubled youth, Department of Corrections planning documents for the continuum of juvenile services, and other related literature. The task force produced a comprehensive report which forms the basis for Vermont's approach to education in the juvenile justice system. An outgrowth of this activity is the continued involvement of Teacher Corps in the planning of future systems in case managment and staff training.

The Intern Training Program

The Vermont Teacher Corps interns are working toward secondary education certification in various areas. In addition to providing for this certification, the intern training program involves particular emphasis on counseling skills and basic skill diagnosis and remediation—areas seen as important to teachers working with troubled youth. Some field experiences which helped pull all of this together include: a special arts festival for exceptional learners, an outdoor wilderness experience for high school students, arts and crafts activities at the local team center, as well as more traditional work in the classroom and the Weeks School Evaluation Center.

The Parent Advisory Committee/School Community Council Planning Task Force

Vermont Teacher Corps has been actively involved in creating a

parent committee representing the five towns in the Mt. Abraham district; before this, no such organization existed in the district. This group of parents has been involved in an extensive survey of community feelings about education, and they have organized community forums on such topics as drug education and the juvenile justice system. This group also provides input for the Teacher Corps programs, and at present is planning to organize a school-community council for the district which will continue on after the Teacher Corps Program ends. They have gained both the Board and Superintendent's support and at present are drawing up bylaws and meeting with established school-community councils in other areas.

Bilingual Education Task Force

Staff of the Vermont Teacher Corps program are also committed to furthering bilingual-bicultural education for Franco-Americans in the state, a commitment that grew out of the 9th cycle Bilingual-Bicultural Teacher Corps component. Various staff have been involved in planning for a basic bilingual grant for the 9th cycle bilingual-bicultural site and an undergraduate bilingual education training program for the college.

The above components are part of an overall program to bring together resources for the various institutions that have impact on the troubled youth of Vermont—the schools, the community, the Department of Corrections, and the University.

ACTIVITY II
ARIZONA

Donna Wharton
Associate Director

Alhambra High School located in Phoenix, Arizona, is the site of a Youth Advocacy project designed to combat problems of school violence and vandalism. These problems along with other antisocial student behavior have taken an increasing toll on effective secondary school education. The fear associated with acts of violence and vandalism often results in increased absenteeism and may well contribute to the dropout rate. Incidents related to school crime and vandalism recorded by the Phoenix Union High School District reflect an increase over the past two years of 11%. The critical category of face-to-face conflicts has increased at about the same rate.

At Alhambra, many areas have been viewed as possible causes for an increase in disruptive behavior. The size of the school, 3600 students, encourages a feeling of insignificance on the part of students as well as staff. The community is changing from a predominately white middle-class society to a multicultural community with economic problems. Student attitudes also have changed. Once schools were as neutral a territory as churches. But now misconduct is common in schools and often precedes misconduct in the community. The way schools react to this disruptive behavior may determine whether it is followed by delinquency. The purpose of the Youth Advocacy project at Alhambra High School is to develop strategies and methods of intervention that will prevent the increase of disruptive behavior, encourage a positive school climate, and therefore prevent delinquency from occurring.

Target Groups

In order to accomplish our goal, the Alhambra project seeks to affect three groups: (a) students, (b) Alhambra faculty and staff, and (c) parents and community agencies. Students are involved in daily

2-hour academic programs which incorporate the concepts of problem-solving and Student Initiated Activities (SIAs). Both strategies are aimed at developing and expanding student roles so that they will have access to more avenues of success. Workshops and Arizona State University classes have been offered to teachers and staff members to expand their ability to deal with disruptive behavior and improve school climate. Parents have been involved in class activities, such as trips and planning conferences, and have participated in parent . ght sessions and a 6-week session on effective parenting strategies. Community agencies have been used in the classroom component, and many of the activities students perform are aimed at getting them out into the community. One such activity is our service team of peer tutors who work one afternoon a week at a nearby elementary school.

The major focus of the Alhambra project is on the student component. The staff consists of two teachers and an aide for approximately 50 students, with the population of the class made up of both disruptive and nondisruptive students. During the 2-hour block, students work in action teams, skills groups in reading and writing, special interest groups (such as desert survival and practical life skills), and as peer tutors and teacher aides at a local elementary school. The classroom structure is the result of negotiation between students and staff. Students identified the topics for the special interest groups and each group developed its objectives and content.

Action Inc.

In our program, called Action Inc., SIAs occur as the responses to problems identified by our students. These activities are the means by which our students hope to reduce incidents of disruptive behavior at Alhambra. SIAs allow students the opportunity to expand their awareness of options and resources available to them in tackling problems. They also learn the importance of failure as an educational experience and a valuable tool for growth. Perhaps the most important benefit from structuring the class to include SIAs is that students finally begin to realize that they do have power and can be useful in a society that makes no real use of one of its most valuable resources: young people. Action teams have sponsored community clean-up campaigns, a food drive, fund-raising activities, written newsletters, planned field trips, gathered information about possible curriculum changes, sponsored a bathroom beautification project, worked on several projects designed to change

school rules, and more. The important benefit is that students feel good that they are at least trying to accomplish something that might make a difference at Alhambra.

Incentives for Student Participation

We have developed several strategies that encourage student participation and attempt to make students more responsible for themselves and one another. The action teams function on two principles: cooperation within the group and competition among the groups. Each person earns points for his group for participation within the group. Attendance, punctuality, problem-solving skills, completion of group responsibilities, weekly time sheets, and final reports are all part of an individual's total points. The groups receive rewards for completion of their projects, but the three action teams with the most points receive a special reward, such as a field trip or lunch. Therefore, a great deal of peer pressure is used to get members of each group to come to class and to participate. Along with the action teams, students also have the opportunity to be part of our peer-tutoring service team. Students receive a brief period of training before being assigned to a local elementary school one afternoon a week. Since report writing and attendance are requisites for remaining on the team, decreased absenteeism and increased classroom achievement are the most obvious benefits to those students in Action Inc. who are peer-tutors.

Other types of incentives have also been used to promote positive student behavior at school. Attendance rewards are given weekly to those students who have perfect attendance in all their classes. At the end of each quarter, rewards are presented to those students whose absentee rate does not exceed the school absentee rate. Also, at the end of each semester students who pass four or more classes receive rewards.

Results

In order to determine the effects of student participation in Action Inc., we measured student achievement in the following areas: rate of absenteeism, credits earned, grade point average, and behavioral referrals. All information collected was based on the achievement of 19 students who have been with Action Inc. since it started and were identified as potential dropouts.

The data collected has shown our students attending Action

Inc., even when they are missing their other classes. Their overall grade point average went from a D+ last year to a C+ this year, and they passed an average of two classes more this year than last year. Referrals for behavior problems decreased markedly in Action Inc. students. The mean number of referrals for Action Inc. students prior to the program's formation was 23 per quarter. In the first quarter of this year, Action Inc. students only earned a total of 11 referrals.

Increased academic achievement, decreased absenteeism and referrals, and increased participation in school all indicate increased positive behavior. Students are getting out into the community through their work in the elementary school. Teachers would like them to come more often. Students are beginning to feel a sense of purpose from their work on action teams, and the faculty members who have come in contact with our students are beginning to sense that young people do have something to offer. Overall, Action Inc. is making a difference at Alhambra, not only as a viable method of learning for young persons, but also as an impetus to teachers and administrators to look for new methods and approaches for the prevention of disruptive behavior.

ACTIVITY II
CALIFORNIA

Mariano A. Barawed, Jr.
Associate Director

School climate improvement is the focus of Student Initiated Activities (SIAs) at Fremont Middle School, Stockton, California. Project staff housed at Fremont work with students, parents, teachers and, to a small degree, with interested individuals not directly related to the school program to develop and implement programs which directly and positively affect school climate. In many cases these efforts have been very successful.

The Climate

John C. Fremont Middle School, with a population of 1,016

students and a teaching staff of 48, is located near the heart of the city of Stockton and reflects the diverse ethnic composition of the city. Although Fremont was converted from a seven-eight-nine junior high school to a seven-eight middle school in September of 1977, it continues to suffer from a long history of student unrest and student disruptions. Recent concerns and, in several instances, public protests have generated support for delilnquency prevention activities. Currently, vandalism, assault, truancy, and student suspensions are the four principal problems being addressed by this Activity II project.

Among the varied resources encountered at the school site are strong commitments by administrative and teaching staffs supportive of creative problem-solving strategies. These commitments have transcended occasional rifts between teachers and administrators over other school programs. Administrators, teachers, counselors, and office and hall personnel have worked individually and jointly to assist and expand this program.

The Activity

Twenty "delinquent" and five "model" students were identified as this project's training group. They received social studies credit for an alternative course, Value Clarification, instructed by the associate director, community coordinator, and Teacher Corps interns. After 9 weeks of instruction covering value systems, school climate, and program goals and management, the training group developed this ranking of the ten problems at Fremont.

1. Fighting
2. Vandalism
3. Weapons
4. Teachers
5. Inappropriate/unacceptable language
6. Administrators
7. Drugs
8. Outside students
9. Prejudice
10. Rules

After a close review of the above concerns and an analysis of those problems the training group felt it could reasonable resolve during a short-term program, the group decided to deal with priority

number two, vandalism. In addressing the problem of vandalism students attempted to develop a program which made an immediate impact on the school, imparted saleable skills to youth participants, and compensated students for their contributions.

The 1977 Summer Beautification Project was the resulting student activity to reduce vandalism. During this 7-week long project, 20 students (10 from the training group) remodeled the school's main hall; painted supergraphics on the walls to create a bright, clean, modern effect; and made major repairs to lockers, doors, mail boxes, and showcases located in the hall. Students also constructed 10 concrete benches for student use at various locations on campus.

The Results

Students were able to make an immediate impact on the school and the problem of vandalism. The professional quality of their artwork has become not only the pride of Fremont School and this project in particular, but also the source of envy by middle schools and secondary schools throughout the Stockton Unified School District. Beyond this, although there have been numerous instances of vandalism at Fremont this year, to date there have only been three cases of vandalism in the areas improved by the summer project. All three cases were minor graffiti attempts, all in areas well hidden from view.

Student participants earned an hourly wage for their efforts and gained obvious skills. Although none of the students had ever painted previous to the summer activity, by the end of the program some parents had "contracted" with their children to repair and paint portions of their own homes. Most important, student participants developed a strong sense of pride for their work. Students who merely view the results of the summer project are also proud of this accomplishment. Visitors often remark about the noticeable improvement to the school and the positive attitude the artwork generates in them as they enter the building.

The Summer Beautification Project helps demonstrate that school climate can be improved by modifying one of the material determinants of school climate, the school plant, and that a major cause of concern, school vandalism, can be seriously countered through SIAs. Also, student participation in this type of problem-solving activity tends to instill a sense of pride, accomplishment, and ownership in students.

ACTIVITY II
COLORADO

Larry Holliday
Associate Director

The Teacher Corps Activity II Project at Loretto Heights College began in September 1976. Its purpose was to deal with the causes, nature, and control of delinquent adolescent behavior and to explore the impact of using student initiatives to help insure a low level of fear of violence in school and community. The major objectives of the project are:

1. To develop understanding by pupils, school staff, and community residents of the causes and characteristics of delinquent behavior.
2. To bring understanding of the juvenile justice system and current social intervention strategies designed to deter and reduce delinquent behavior.
3. To create in the school and the community an environment in which student developed initiatives to avoid violence and disruption can originate, mature systematically under supervision, and be supported and implemented by the community.
4. To establish a model (procedures, activities, and organization) for continuing school-community cooperation to avoid violence and disruption and fear of violence and disruption in any community setting.

At the beginning of the project, planning was done with West High School. West High School is a part of the Denver public school system, has approximately 75% Chicano enrollment and, like many schools, a high dropout rate. Planning was done with administrators, teachers, and Activity II staff persons. We identified those issues, concerns, and directions that such a project would and should address. In so doing, assumptions based upon the experiences and background knowledge of youth corrections, school, and societal problems for youth were incorporated into the initial design of the program. Five major components were developed from the following assumptions:

Law course
Assumption: That students need to have a basic understanding of

the juvenile justice system and current social intervention strategies to help deter and reduce delinquent behavior. The more a student knows and understands the system, the less fearful he or she will be when dealing with it.

Alternative education
Assumption: Because of various learning styles and school adjustment problems, students need to have an opportunity to learn in alternative learning environments, thus being able to adjust to and learn more during their school experience.

Student initiatives
Assumption: Providing an atmosphere in which student developed initiatives can originate and mature systematically under supervision will allow students to be more involved in activities designed to avoid violence and fear of crime and disruption in their school and community.

Staff development (inservice)
Assumption: Providing teachers with the opportunity to invole themselves in alternative learning enviornments to enhance their skills in

- conflict resolution
- alternative education strategies
- interpersonal communication
- classroom management
- teacher effectiveness training
- problem solving strategies

will better prepare them to deal with various conflict situations that occur within the classroom and school. These skills may allow for more communication between administrators, teachers, students, school, and community.

Community
Assumption: School and community need to work in a collaborative effort to deal with incidents of crime and fear of violence. By providing informal and formal interaction between school and community, a more conducive relationship may evolve to meet the educational as well as social needs of the group.

The program to date has had a great deal of impact on West High School and the west community. The law course, because of its high attraction to students and the experiential approach that was initially used, has been adopted into the regular school curriculum. Three classes are now offered each semester. The alternative education program has been expanded to meet the needs of 100 students, as opposed to 40 when the project first began. At the beginning, those 40 students were supported by two West High School teachers. There are now 10 teachers assigned various periods to support this program, an increase due to the need for such a program for youth with special problems. Inservice and the community components continue to be developed to insure the positive changes that are occurring within our youth. Teachers' past perceptions of these students must also be altered so as to view them in a new light.

There is now a "holding power" committee designed to address the issue of dropouts. This committee is made up of parents, teachers, and students. The student initiative (SIA) component involves a cross-section of 22 high/low achievers in a class which is designed to develop programs and projects to create a more harmonious atmosphere within the school. Our youth have developed and implemented an orientation program which is designed to make new students more comfortable when entering West High School for the first time. They have provided peer-tutors for junior high and elementary-age youth at community agencies during a summer project. The students are now involved in the development of a peer-advisement program. This program will allow them to help one another deal with various school and personal problems.

At the onset of the student initiative component, there was a need for students to be trained in understanding and conceptualizing various decision-making processes, before being able to function effectively in SIA programs or projects which will have an effect on the climate of their school and community. The students needed a base from which to start. They also needed to understand themselves in relationship to school, teacher, peers, parents, community, etc. The more thoroughly they can understand and conceptualize those factors which affect their lives, the clearer the question "How would you, as students, effect change?" becomes to them. Some of the training components included:

- decision-making skills
- self-awareness skills

- communication skills
- youth effectiveness training
- problem solving techniques
- values clarification strategies
- brainstorming and other structured experiences for group process skills
- peer-advisement training

The success of our student initiative component can be attributed to the process of having students become directly involved throughout the whole program, giving them a sense of self-worth and ongoing successes. All too often, attempts are made to design new programs, activities, etc. for students. We have seen that youths, if given the chance and the supportive supervision, can make inroads in affecting positively their own environment.

This project has provided the opportunity for school, teachers, and community persons to work collaboratively in supporting students in effecting change within a school. To various degrees through this project, students have shown that, given the skills and opportunity, they can positively effect change in their own environments.

ACTIVITY II
GEORGIA

Mae Armster Christian
Director

Chuck Fuller
Associate Director

During the October 1977 signing of the Juvenile Justice and Delinquency Prevention Act, President Carter noted the growing number of criminal acts committed by juveniles in this country: "It costs about $12,000 a year to keep a young person in prison." Few, if any, of us who have the power appear willing to reprogram ourselves, our influence, and our resources towards checking the increasingly threatening tide of ill-prepared and angry young people of our nation.

"Come back and talk to me when you so-called big shot teachers get your ------ together and start caring about people. Yeah! I finished high school, now I can't even get a job! Nobody over in that high school ever gave a damn about me . . .! Nobody really ever stopped me from foolin' around, nobody ever told me that I must have my thing together out here in this racist world!" Guilty or innocent, so spoke a high school graduate during a recent on-the-street interview. Several other young men who described themselves as "quitters" vociferously voiced their support.

Maybe things would have been different if they'd had a chance to be part of the Atlanta Program. Funding from the joint venture between Teacher Corps and the Law Enforcement Assistance Administration (LEAA) has made possible the limited pursuit of the very concerns that were bugging these angry young men.

Through planned lilnkages between school-based inservice education, collaboratively designed youth participation, parent programs, law enforcement and school officials, the Atlanta Teacher Corps is trying to help troubled young minds get their "thing" together. We believe that young people do need guidance; they do need to be guided toward the development of socially desirable behaviors. We have seen what can result from systematic guidance. Several Atlanta high school students made major contributions to a recent conference on Student Initiated Activities. These students demonstrated that young people can play a most valuable role. They returned to their school and shared; they stimulated questions among their peers—and teachers. Thanks to LEAA and Teacher Corps, the mini-school program has great meaning for these students as well as over 1,200 other young people and 65 teachers at East Atlanta High School.

Project Location and Staff

East Atlanta High School is the primary project site location for Activity II. The school is located in a low socioeconomic community. Many of the students bring to school with them the day-to-day effects of crime and poverty. Activity II staff is working with both adults and young people to stimulate interest and advance techniques for reducing disruptive behavior in the school and community.

The Activity II staff functions as a part of the total program staff. However, an associate director, community coordinator, curriculum coordinator, and a coordinator of youth programs have

direct responsibility for Activity II. The entire staff has been especially selected to carry out the overall goals and thrusts of both program components. Therefore, all staff members share all program responsibilities. These are quite comprehensive. This article obviously contains only the major elements.

Goals and Structure of Activity II

Primary goals of Activity II concern the preparation of educators and parents for coping with and reducing disruptive behavior; guiding young people in functioning effectively and desirably within a multicultural, low socioeconomic school and community environment; and preparing young people to accept broader responsibility for their own behavior—in the real world. These goals combine to produce a primary thrust of Youth Advcacy. The project seeks to involve the entire community in ameliorating the problems of troubled learners. For example, the key theme of the mini-school, the alternative school for secondary students, is "Self, School, and Society." Specifically designed activities, directed by trained personnel, place young people into real-life situations. Students are trained to become peer counselors and supportive partners.

Three major components comprise the organizational structure of Activity II:

- mini-school—the alternative program for secondary students
- mini-institute—one inservice arm at the secondary level
- community component—parental involvement and services to parents.

Demographics, Strategies, and Interventions

As one might expect, the socioeconomic status of students has been, and still is, one of the factors which continuously correlates highly with student disruptive behavior. Obviously, any attempt to reverse this bleak reality requires the coordinated efforts of many organizations and agencies. In addition, bold, new intervention strategies must transcend theory and become practical realities. Activity II of the Atlanta Teacher Corps program ventures to be creative and daring in its training of educational staffs and parents, as well as in its activities with students. Through the mini-school, the mini-institute, and the community program, the venture is beginning to pay off.

127

Mini-School

The mini-school, similar in purpose and design to the alternative learning center (ALC), as described in Activity I, is the alternative program for troubled youth at the secondary level. The mini-school, like the ALC, provides for some experimentation with P.L. 94-142. The emphasis is on prevention of disruptive behavior through total school involvement and student-initiated activities. The mini-school specifically provides "options" for a target group of reentries and consistently disruptive youth. The mini-school utilizes individually designed intervention methods. These methods include: cycling all students through the training module, "Self-Society-Solutions"; use of regular rehabilitation sessions; and the use of a university professor and graduate interns who serve as trainers for student peer counselors.

In the mini-school, students share responsibility for planning, implementing, and evaluating programs to meet their specific needs. This process includes activities and personnel support which are designed to help develop and strengthen positive self-concepts. Students are also paired to discuss solutions to common personal and academic problems, and school and school-community problems regarding crime and its consequences. Strategies include peer counseling, tutoring, and interaction activities. Causes, rather than symptoms, receive top priority. Thus, we expect that students will acquire problem-solving skills which can be generalized to other areas.

Three groups of students are involved in these two types of initiatives: student leaders, disruptive students, and students with special education needs. Each of these groups operates independently and derives these initiatives with varying approaches and involvement relative to the characteristics of the respective group.

Mini-Institute

One recent, very cold Saturday morning saw 49 classroom teachers report, on-time, for a scheduled Teacher Corps workshop. This dedication is the norm. The mini-institute addresses the secondary level of field-based school-focused inservice programming. Through the institute, teachers, parents, administrators, and support personnel act and interact to acquire further training and to develop additional training programs. Public school, university, support personnel, and parents see their ideas become realities. The institute operates from a theoretical and practical basis (i.e., increment courses, graduate courses, workshops, seminars, media

usage and exploration, materials development and exchange). Also, after participating in Network and Loop activities, the institute facilitates "debriefings," and planning for future utilization of conferences.

Community Component

Though parents are frequently included in activities of inservice education along with educational personnel, a special inservice component is designed for them. The community coordinator works with them to plan and supervise a program for parents of troubled youth—the target group. We believe a strong community component to be one of the most important basics in education. To involve as many parents as possible in every facet of the education of each child, on a day-to-day basis, is our goal. We know this is not an easy task and it cannot be done alone, nor in a hurry. Parents, teachers, administrators, and students must all work together.

To get as many parents as we can to become involved and to carry out an action plan, we recruit several special groups. We recruit men and women to become members of the Parent Corps, one of those groups. Specific criteria are used to select parent participants; for instance, Parent Corps members, male or female, must:

- attend training sessions
- be able to work well and cooperatively with school system personnel—beginning with the school principal and including teachers, students, other parents
- be able to work well and cooperatively with Teacher Corps staff
- be willing to learn, interpret, and communicate information about Teacher Corps and school program to the general community
- be able to work for an agreed number of hours, weekly
- be "smoothers," consoling persons, true confidants, not relating erroneous information or information shared in confidence.

Project Accomplishments

Program materials continue to be broadly developed and disseminated; entire faculties and staffs at both the elementary and secondary levels receive training; school staff members study and

serve as consultants; Teacher Corps staff members are constantly on the move, delivering services. Additionally, the total student body at East Atlanta High has been involved in our mini-school activities. Even more important, within a 6-month period, the rate of disruptive behavior was reduced at East Atlanta by 46%.

ACTVITITY II
ILLINOIS

Shirley Baugher
Director

Elaine Athas
Associate Director

Project Location and Goals

The Northwestern University Activity II project is located at Farragut High School and its alternative schools, called the Outposts. The School Crime Intervention Component of the Youth Advocacy project has established the following long-range goals:

1. To reduce those negative behaviors that result in disruption, crime, and fear of crime in Farragut High School and the Farragut Outposts; and
2. To increase more positive behaviors in the school and community environment by involving students in programs that meet stated needs and interests.

Demographic Information and Agencies Involved

See our Activity I description of Farragut High School and its community. More specifically, our Activity II students are located in Farragut High School and the Farragut Outposts: The Better Boys Foundation, Marcy Center, and Tolman Library. Better Boys Foundation, situated in North Lawndale, accommodates about 50 black males aged 14 to 18. Marcy Center serves a female population which is predominately black. Between 35 to 50 young women of high school age are being educated here. Tolman Library provides

educational services for 50 Latino students, male and female. Before the establishment of the School Crime Intervention Component of the Northwestern University Youth Advocacy Project, there was no communication among teachers or students in these facilities; and there were no attempts to involve the students in joint activities or cultural enterprises.

The fourth site from which our student population is drawn is Farragut High School itself. Here we have a potential group of 150-200 students, drawn mainly from the classes of teachers participating in the inservice component of the project in Activity I.

To date, community agencies have joined with the Northwestern Youth Advocacy Project to support its programs. The Better Boys Foundation provides us with office and classroom space and offers the expertise of an outstanding staff which is already giving invaluable service to Lawndale youth and their parents. The Westside Association for Community Action (WACA), Lawndale's largest community group, has publicized our programs and secured teachers to work with students in the peer training component. The President of WACA and the Educational Chairperson serve on the School Community Council and provide a strong community support base. Through the Association, parents are kept informed of our activities. As members of it, project staff have been given an entry into the community that would not otherwise have been possible. Because of WACA, we are recognized as agents of change working within Lawndale.

Strategies, Interventions and Project Accomplishments

The focus of the Youth Advocacy component is peer teaching: a cadre of students trained to teach their peers, a "trainer of trainers" model. The subject matter of the training program is basic survival skills as determined by the students themselves. Faculty were selected from the university, the community, and Farragut High School, and outside experts were brought in from the areas of social interaction, business opportunities, consumer affairs, law, career development, and the juvenile justice system.

A full summer project was the kick-off of Activity II, and its main thrust was skill development in:

- ethnic and cultural arts
- language arts

- visual arts
- job skills/careers
- performing arts

The project received widespread community support. The Lawndale Urban Progress Center (LUPC) provided 20 CETA summer youth employment slots for participants. The project supported the 10 remaining students through project funds. LUPC also provided transportation, arranged for three field trips for student trainees, and delivered free lunches to the students daily. Facilitators came from project staff, Farragut teachers, and staff of the Better Boys Foundation.

The fall 1977 program focused on students developing skills and knowledge with the functional competence needed for meeting the requirements of adult living. The basic premise was that although we do not know the causes or solutions to student disruptive behavior, we assume, however, that any student or adult who does not possess survival competencies for our society will probably seek solutions to his problems outside the traditional systems. A variety of programs, from courses to field trips to camping experience, was provided. Students have found in this additional, practical, and constructive training the relevant and individual attention which is so sorely missed in an urban ghetto setting.

ACTIVITY II
INDIANA

Larry Perdue
Mary Jane Dickerson

Location, Staff, and Goals

In the Indiana Youth Advocacy Project our Activity II staff consists of three full-time personnel with a support staff of one secretary and three graduate assistants. We are working in an inner-city junior high school (7th and 8th grade) that has a total enrollment of 995 students (54% black, 46% white).

Our data have shown that in almost all strata of youth—from

extreme poverty to upper middle-class (Kent, 1970)—a feeling of powerlessness prevails. Young people have little to say or contribute to the formal environment that surrounds them. They do, however, search for meaning in their everyday existence. And, because they are unable to find visible options that would allow them to participate in an acceptable fashion, their search for meaning often leads them into trouble. Trouble has a certain, "positive" meaning for these youth for two reasons: (a) trouble maintains an aura of excitement, and (b) trouble lends some sense of predictability to their environment.

This is the setting that we who are working in an inner-city environment must face. Its realities must become our realities and, perhaps more important, the agendas of its people must become our agenda. It is from their agendas that our assumptions and strategies for working with youth to develop Student Initiated Activities must come.

What are the agendas of inner-city youth in Indianapolis, Indiana? We have previously stated that these youth are searching for meaning. It is important to describe the environment in which their search is occurring. Their immediate environment includes dope pushers, drug addicts, alcoholics, pimps, prostitutes, etc. The list of negative influences seems endless. Our youth come from homes where apathetic parental attitudes towards them are a fact of life.

It is the behavior of these adult models that inner-city youth imitate. Patterns and routines of youths are mirror reflections of the adult community. Their reactions to environmental stimuli are based on these behaviors, patterns, and routines. These reactions are labeled juvenile delinquency by the remainder of society. We must examine and quantify the motivational factors related to these delinquent acts. Inner-city young people, especially, should be made aware of these factors. They should be assisted to realize the effect their individual management systems have on being able to control their own lives in a manner that is acceptable to society.

Assumption

We may assume that if the powerless nature of inner-city youth is addressed in a manner that allows for, promotes, and supports meaningful participation, then youth will develop skills necessary for initiating activities. To the extent that a youth is able to *predict*, *participate*, and *control* the physical, economic, and social aspects

of his environment, he is powerful. If young people are powerful in this sense, they are capable of planning, implementing, and even evaluating activities of their own.

Strategy

To attain power requires a step-by-step process of continuous experiences which serve to motivate the individual youth. This sequential series of events, if carefully documented, provides the youth with a historical reference of his learning experiences. Once this has been accomplished, through careful and continuous reflection the youth is able to begin to conceptualize and manage life on his own terms. This is the basis for achievement of power. Power, gained through self-awareness and channeled properly, will result in the initiation of activities which allow the youth to participate totally in a positive and acceptable manner.

In Indiana, the youth involvement program is based upon this participatory approach to the resolution of problems that confront youth. The approach is called the Discovery Process (Kent, 1970) and it embodies a total field experience for all participants. They are not observers or listeners, but are actually involved on the streets and in their communities. It is an extremely sensitive process and one that demands rigorous reflection at all levels of operation. Our staff has used the Discovery Process since the inception of Activity II. As a result, our knowledge of the community is solid, and our procedures and activities, we feel, are experientially sound.

We have become acquainted with natural gathering places. We have been able to communicate with our targeted youth and to understand (and this is an important point) both verbal and non-verbal communication. Application of the Discovery Process has enabled us to ascertain the real—as opposed to the apparent—power structure of youth, both in formal and informal situations. We have learned the territorial rights and boundaries. Most important,we now find ourselves able to predict attitudes, actions, and goal aims of the youth. Two of our major components are an outgrowth of the process:

1. Career Apprenticeship Program: This is a community based career education program developed by Activity II staff and the Activity II Youth Corps. Thirty-seven youths, at this writing, are engaged in either apprenticeship programs supervised by adults, or in apprentice-type enterprise activities directed by themselves. Formal apprenticeship activities are offered in connection with the

Indianapolis Fire Department, Red Shield Stores (operated by Goodwill Industries), and other retail stores. Youths operate their own landscaping and snow removal services with only minimal advice from Activity II staff.

2. Inservice Training Program: This program was developed by the Activity II staff to address the issues that concern the teachers and staff of School 101. Its areas include: (a) crisis intervention, (b) behavior management, and (c) human relations/problem-solving/decision-making. As a direct result of one workshop with teachers, a council of teachers has been formed. Their assigned task, which they have tackled enthusiastically, is to formulate a list of extracurricular activities for maximum student interest and participation.

By using the Discovery Process, as well as training youth to use it, we have begun to establish a base for the development of true student initiated activities. Discovery training is not just a fragmentary approach to solving social problems. It affords the person an awareness of his total environment—its physical, economic, and social aspects. The Discovery Process builds on, and continuously reinforces, the agendas of the persons involved in the training. Adults and youth are made aware of their strengths, but they also learn how to develop more important strategies to overcome their weaknesses.

Reference

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ACTIVITY II
MAINE

Irene Mehnert
Director

Ellen Green
Associate Director

The Activity II project of the University of Maine at Orono is

located in the two rural towns of Bradley and Milford in central Maine. The target populations of these two demonstration sites are the sixth, seventh, and eighth graders. Approximately 20% of the youth in these grades have been identified as delinquent or predelinquent by law enforcement agencies and school personnel.

The communities have a significant number of low income families with a majority of residents employed by the local paper mills. When the project began in October 1976, there were no active youth programs in either community, except for the extracurricular programs offered by the schools. These were either sports programs or theater programs that were organized and implemented by teachers. It was crucial, from the onset, to have school administrators and faculty support the concept of Student Initiated Activity (SIA).

The SIA project is a positive approach to youths' disruptive and destructive behavior. It coordinates efforts of youth teams, school personnel, community persons and agencies, and project staff facilitators. A research study by Dale Mann, "Intervening with Convicted Serious Juvenile Offenders" for the National Institute for Juvenile Justice and Delinquency Prevention (1976), stated that guided group interaction in a community setting, that is, restructuring of the social environment and the positive use of the peer group, has been particularly successful with hard-core delinquents. The same guided group interaction approach has been applied in our Activity II project.

Project Structure

Facilitators serve as advocates rather than authority figures for youth. They attempt to help youth clarify problems, strategies, resources, and outcomes. Teacher facilitators conduct liaisons with school personnel and procedures, while community facilitators conduct liaisons with the community and assess public opinion of the project.

The Satellite School Program Facilitator is responsible for developing four satellite sites during the final 6 months of the project. The satellite sites will develop SIAs with assistance from teams of youth from the two demonstration schools. The facilitator will also coordinate the student forum that consists of representatives from the six sites. The forum wil be a group to share ideas and resources relative to the implementation, dissemination, institutionalization, and replication of project activities.

The NYPUM Facilitator serve as a group leader for the National

Youth Program Using Minicycles, developed by the National Board of YMCAs. NYPUM is a juvenile delinquency prevention and diversionary program. The implementation and operation of NYPUM is a collaborative effort of Activity I in Old Town and Activity II in Milford and Bradley.

The Advisory Committees serve as a resource for student committees and meet on an on-call basis when youth and facilitators have designed or intend to design a specific activity or project. The youths initiate the presentation plan of the proposal. The Advisory Committee is comprised of the Associate Director, Superintendent of Schools (or his representatives, e.g., the school principal), a representative from Activity I, two members of the community-at-large, one facilitator, and two youth representatives from the proposing committee. The Advisory Committee reviews the proposal, makes recommendations and suggestions, and then votes to approve the final proposal.

Project Goals

The project goal is to provide a cadre of adequately trained teams of adjudicated and nonadjudicated youth, teachers, and community resource persons to assure the development of an expanding number of youth activities. Upon completion of the project, participants will have developed competencies in: (a) the development of SIAs, (b) resource identification and use in promoting SIAs, (c) the implementation and evaluation of SIAs, (d) transmitting the above skills to other students and adults, and (e) developing personal skills in leadership, interpersonal communication, and program management.

The question has been raised, "How can a community-based project impact on the disruptive and destructive behavior of youths in the schools?" The philosophy of this project—to address youths with positive approaches, alternative learning experiences, meaningful roles and responsibilities, access to significant other adults, and acceptance of logical consequences for youth behavior—enhances the socialization and maturity-building process necessary for a smooth transition from adolescence to adulthood. In present society, schools must not only provide quality education for a significantly growing and mobile population, but they are also burdened with the socialization responsibilities traditionally administered by the family, through work opportunities, religious organizations, and civic groups. By reactivating family and community

efforts, by providing meaningful responsibilities and work (volunteer or salaried positions) for youth, by encouraging positive peer reinforcement, by coordinating these efforts with the schools —the school climate becomes more positive, and youths' disruptive and destructive energies are redirected into constructive achievements.

The Community Component

The community component of Activity II has a two-prong approach: (a) direct community interventions, and (b) development of the Eastern Maine Association for Adolescents for the purpose of communicating and coordinating youth services in a large rural area.

Direct Community Interventions

In our assessments of the communities at the beginning of the project, we found that there are strong negative territorial distinctions made between Milford, Bradley and Old Town (Old Town is the site of Activity I). Also, there is strong adult resentment of federally funded projects. The significant reasons given were that these projects tend to be temporary experiments; thus project participants are considered "guinea pigs." Further, it was felt that hard-earned tax dollars shouldn't be spend rewarding "bad kids."

To overcome these obstacles, the following strategies were employed: First, the youth and adult teams were not forced to work out of their immediate community. As the project has evolved, people from within the community have begun to recognize the advantages of collaborative efforts to ameliorate certain problems youths from these towns face. Project staff are now seen as appropriate avenues to facilitate these new interactions. Next, heterogeneous teams of youths were formed. That is, the youths considered "good" and "bad" worked on projects together. This removed the negative labeling effect of its youth participants. Youths initiated many community service activities as well as tapping local residents as resources for various other projects. Community leaders (present and former) are met with on an ongoing basis to collaborate and coordinate community and project efforts. Newsletters, a student initiated activity, are distributed to youth and local residents for communication of Teacher Corps efforts. Local newspapers, radio, and television stations disseminate project information. And, most important, all activities designed include plans for institutionalization. Activity II project terminus *will not*

mean SIA terminus.

To date, project evaluation indicates that transmittal of the concept of SIAs, as well as a more positive attitude about local youth, has been achieved. Project facilitators, who are community members, will remain in the communities to insure continuation of the gains.

Development of the Eastern Maine Association for Adolescents

Activity I and II in collaboration with area-wide youth-serving agencies have formed an interagency association. The ten goals and objectives of the Association are to:

1. bring together individuals from adolescent services to coordinate information about programs and special activities.
2. coordinate the prevention/intervention/rehabilitation programs for adolescents.
3. facilitate the development of prevention/intervention/rehabilitation programs for adolescents.
4. develop communication and support linkages between human service agencies, the juvenile justice system, and education systems.
5. develop opportunities to explore cooperative approaches to programs, grant writing, and staffing.
6. develop opportunities for the location of practicum sites, supervision, and research within adolescent services.
7. identify and develop task forces to address specific needs.
8. involve adolescents in planning and decision-making activities of the Consortium.
9. advocate adolescent services with focus on state and federal legislation.
10. provide opportunities for professional growth.

The Association has four general meetings a year. Local residents and youth representatives from the project are encouraged to attend these workshops so as to be able to serve the communities as a referral resource. We found that many residents are not aware of what services are available and often are reluctant to seek out help unless they have a personal contact. Participants in the Association learn what resources are available for various needs, besides meeting representatives from these agencies to facilitate contact and use of available services.

Student Initiated Activities

To put the concept of SIAs into operation, it was necessary to establish a set of *criteria*, as follows. Projects must:

- be initiated by students with approval of the Advisory Committee
- focus on problems of the school and/or community
- propose some positive effect upon school, community, and/or student personal growth
- be accomplished within a specific time frame and include plans for institutionalization
- not involve an excessive expenditure of money
- meet with approval of a majority of the student population and the Advisory Committee.

The idea for a specific SIA must be formed into a proposal by the youth team. Such proposals must include: (a) a description of the problem or concern; (b) goals and objectives of the proposed activity; (c) a description of the activity or project, including resources needed, timing, expenditure, people to be contacted, and responsibilities assigned to specific people; (d) evaluation; and (e) plans for institutionalizing the project or activity in the school or community. Project may not supplement existing school or community programs or purchase equipment and supplies normally purchased by school departments.

Examples of SIAs we have developed to be institutionalized in the schools are:

- youth tutoring youth program
- class on law enforcement
- career/job awareness programs
- newsletters
- values clarification groups
- videotape club
- photography club
- winter survival skills program
- process for leisure time use of sports equipment on a sign-out basis
- development and maintenance of school ball field on undeveloped school property

Examples of Activity II projects we have developed to be institutionalized in the communities include:

- Youth/Community Program Coordinator to be funded by CETA with expectations to incorporate this position in the town budget
- year-round recreation program including activities for all ages, such as arts appreciation, dances, movies, arts and crafts, athletics, rifle club, and church night
- job banks for volunteer and salaried positions for youth
- Systematic Training for Effective Parenting for parents
- food co-op with youth volunteer workers
- the National Youth Project Using Minicycles (NYPUM).

Youth participation is the key concept underlying all strategies relevant to this project. Youths themselves and adults have found the concept new and at times difficult, but we are making progress in mastering it. The staff needs that have emerged require training in facilitating youth problem identification, decision making skills, writing objectives and proposals, and evaluation. Activity I has been a key resource in providing that training.

Reference

Mann, D. *Intervening with convicted serious juvenile offenders.* Prepared by Rand Corporation under Grant No. 76-SN-99-0007 from the National Institute for Juvenile Justice & Delinquency Prevention, L.E.A.A., U. S. Department of Justice, July 1976.

ACTIVITY II
MARYLAND

Charles H. Bowers
Director

The Baltimore School Crime Intervention Component had five major subcomponents during its 9-month tenure from September 1976 through June 1977. While several of the interventions might have been considered separate entities, it was also true that the total

effort was to support and compliment each intervention. The subcomponents of the project were:

- Hallway Program at the Hillen Education Center
- Student Initiated Program (SIP) at Clifton Park Junior High School
- Inservice Program for component staff
- Training Program for parent, community, and other agencies
- Evaluation and monitoring of the above four.

At the Hillen Education Center, our Hallway Program was basically training in a structured affective educational curriculum. This program was designed to give students specific skills in human relations and interpersonal relationships. The Student Initiated Program (SIP) at the Clifton Park Junior High School provided an opportunity for disruptive and nondisruptive students to collectively determine the kinds of activities that they preferred which would foster more positive behavior in school. Consequently, these students were responsible for developing many activities that not only affected their classes but the total school.

The Inservice Training intervention allowed teachers, students, parents, and staff to enhance their existing skills for coping and dealing more effectively with disruptive behavior. The training for parents, communities, and other agencies permitted the project to draw from the community at large to provide various kinds of technical assistance. This assistance ranged from parents serving as hall monitors in the school to psychological testing, social, and counseling services. Through our evaluation and monitoring, students, staff, and the entire project could chart their changes in behavior.

Goals

The goals of the program addressed themselves to leadership and interpersonal relationship skills.

Objective 1: To provide various decision-making techniques based on ideals, principles, and values that will aid one in making intelligent personal and social decisions.

Objective 2: To develop verbal and nonverbal communication skills so that the worth of oneself and others can be realized in

acquiring mutual respect for individual rights and human rights.

Objective 3: To develop techniques in coping with and resolving conflict with self, peers, teachers, parents, etc. in a constructive and rational manner.

Objective 4: To develop change agents at the middle-school level who will aid in the prevention of disruptive behavior through leadership training and peer group counseling.

Objective 5: To train students to analyze problems logically through evaluating the effectiveness of appropriate behavioral strategies.

Objective 6: To train students to assess their own personal growth and development as an instrument of change in working with their peers.

Objective 7: To provide various experiences in the area of values clarification in order to improve one's self-awareness.

All our training topics and group activities attempted to develop skills in the following areas:

- group dynamics, including the helping relationship, getting to know each other, and developing trust among group members
- verbal and nonverbal communication
- active listening skills
- establishing a counseling relationship
- responding to feelings
- styles of counseling
- values clarification
- decision-making
- problem solving
- conflict resolution

Strategies

A variety of techniques was used to maintain group interest and to help facilitate the learning of basic concepts. Handouts, tape recordings, filmstrips, tinkertoys, role playing, and videotape were some of the materials used in the sessions. Students were provided opportunities to demonstrate and illustrate concepts learned. Group and self critiques were used to facilitate learning

Students involved in the SIP program planned activities that they wanted to implement; for example, these activities included:

(a) cleaning and decorating their room and the cafeteria, (b) cultural activities, (c) involving parents in monitoring the halls, (d) group discussion on topics pertinent to student problems, and (e) discussions of peer vs. adult values. This program operated three days a week for one hour each day. Since the students were pulled from their regular classes, they had to be responsible for all assigned work in those regular classes. They had committed themselves to fulfill this obligation in order to remain in the SIP program. The principal and many of the staff members said that they could definitely see positive differences in many of the students in the program.

Accomplishments, Positive and Negative

Many of the activities that the students implemented did not directly involve the majority of the students in the school. This might be one area that needed strengthening. Also, when students were permitted to plan their own strategies, one sometimes had to plan tactics in order to coerce or influence them to add different activities.

In conclusion, the 9-month project had no lasting impact on the attitudes and self-concepts of the project population. However, it did generate changes and it denoted a good beginning of our efforts to deal with and positively impact on the negative attitudes and disruptive behaviors of these students.

ACTIVITY II
MICHIGAN

Mary Ann Eager

The Activity II staff consists of Director, Oakland University Instructors, Administrative Coordinator, Program Coordinator, two Youth Corps SIA facilitator/teachers, East Junior High School Assistant Principal as liaison, and an Evaluator/Documenter.

Project Goals

There are two major project goals, each with several individual components. These are:

1. To encourage student autonomy through the development of student initiated activities (SIAs) in school and community by: (a) establishing and maintaining a Youth Corps, (b) designing and implementing a social studies curriculum, and (c) supporting and encouraging SIAs.

2. To develop and implement monitoring strategies for this model of student initiated activities for East Junior High, the Farmington community, and Teacher Corps by: (a) documenting all processes necessary to develop and support SIAs, (b) demonstrating SIAs as an important educational strategy to a variety of audiences, (c) disseminating information concerning SIAs to a variety of audiences, (d) reporting process and product evaluation.

Structure

Farmington, Michigan, is a suburban community located within the Detroit metropolitan area and adjacent to the northwest section of Detroit. A move to Farmington for many people was an escape from the big city. In an effort to promote expansion and maintain its reputation as a respectable and safe place to live, existing crime and disruptiveness have sometimes had a low profile. As in many suburbs, the outward migration from the central city has resulted in a disparate community socially and economically, as well as culturally. A concentration of people who are non-English speaking or speak English as a second language adds further diversity to this population.

The school site of the project is East Junior High with a student population of 1,200. Because of the school's central location in Farmington, its population is unusually well representative of the socioeconomic stratification existing within the larger community. In addition, the school draws its population from two residential treatment centers located with the community: St. Vincent Sarah Fisher Home and Boys Republic. Approximately 80% of the boys at Boys Republic come from the four major urban centers in Michigan: Detroit, Grand Rapids, Flint, and Pontiac.

The school population at East High increased and changed significantly last year when Farmington Junior High, another school in the district, closed and the students were reassigned. This shift resulted in a higher concentration of students from lower middle-class backgrounds assigned to East and further resulted in a changed school situation with 50% of the student body being new to the school. These administrative changes affected the entire student

body and created problems for staff and students.

Although the primary site of the Activity II project is East Junior High, the Farmington Area Advisory Council, Farmington Youth Assistance, and Farmington law enforcement agencies are also involved in the project.

Strategies and Intervention

In the fall of 1976, an interdisciplinary planning committee was convened to discuss options and directions for the Activity II Project. Members of this team included: juvenile justice officials, Farmington youth agency personnel, administrators, counselors, and teachers at East Junior High, members of the Teacher Corps Activity I staff from Oakland University and the schools, and additional support faculty at the University from sociology, psychology, and other related field. From the onset of the planning, the committee began to wrestle with several contextual problems, one of which was defining disruptiveness. Data on disruptiveness provided by community agencies and included in the grant proposal was scanty because such data had not been systematically collected and the categories of offenses were poorly defined. The committee was concerned that "disruptive" should not be defined in terms of annoying behavior in the school and viewed as a traditional discipline problem or as violent behavior exclusively. The committee was also concerned that the students involved in the program should not be labeled "disruptive" and/or "delinquent." There was agreement that such labeling would not facilitate positive change in behavior.

Out of these discussions came the idea of forming a Youth Corps to provide a vehicle for resolving many of the committee's concerns. This created a structure within the school that could support SIAs, provide social studies credit, include a cross-section of the student population, and allow outreach to the community. The planning committee also defined SIAs for project use:

Student initiated activities are activites planned, implemented, and evaluated by students to meet a genuine need recognized by the students and found in the school and/or community.

The Youth Corps became operational on January 31, 1977. Forty-five students were selected from 350 volunteers. A team of

sociologists chose 15 disruptive, 15 borderline disruptive, and 15 nondisruptive students to be included in Youth Corps. As the project has progressed, we have found that these three groups are not as discrete as it seemed at the outset.

Youth Corps and students meet together one hour daily and receive social studies credit for their participation. The hour has been viewed as training time during which the enabling skills and motivation for SIAs can be provided. The training provided by the Youth Corps staff has stressed group cohesiveness, self-awareness, community awareness, national awareness, as well as decision-making, problem solving, communication, observation, group process, planning, and evaluation skills.

Youth Corps students are offered the opportunity to meet individually or in small groups with a staff member during or after school to discuss, plan, implement, and evaluate their school and community SIAs. Among some of the activities Youth Corps students have planned and implemented was a booth at the annual Farmington Founders Day Festival last summer, and the painting and renovating of a bathroom at East Junior High which had been closed because of deplorable conditions.

Students regularly assess the social studies curriculum, as well as SIAs. We are experiencing success in the area of student input into the curriculum as students initiate, assist in the planning, implementation, and evaluation of study units in Youth Corps.

The decision making model used throughout our Activity II project, in SIA development, and teacher training, consists of five steps including:

1. need assessment
2. focus
3. possibility screen
4. action plan
5. evaluation

A *need assessment* involves both an awareness that a specific need exists and some sort of validation of that need. The initial awareness of a need may come as a result of a situation that arises, an observation, the results or a study, questionnaire or survey, or it may be just a feeling or hunch. If it's the latter, some sort of validation must follow, through systematic and detailed observation, questionnaires, checklists, surveys, or interviews.

Next, the problem identified in step no. 1 needs to be narrowed so that a realistic segment of it is attacked: A *focus* needs to be established, along with specific objectives. The skills, knowledge, and preferences of the person or the problem solving team may also influence the direction or focus decided upon. The key to focus is manageability—getting the problem down to a manageable size.

When the desired focus has been determined, the advisability of pursuing this direction and the kinds of specific strategies used may be evaluated through the use of a *possibility screen*. At this step in the process, a form of Force Field analysis is used to determine the existing driving and restraining forces affecting the situation. Youth Corps students, therefore, at this point in the model list everything to be considered or checked out before beginning the SIAs: such factors as existing school or community rules, names of people who would have to be notified of the plan or from whom permission would have to be granted before the activity could begin, the equipment or materials needed to implement the project, where these would be obtained, the possible cost involved, and the time required for task completion.

Now, a step-by-step plan of intervention, or *action plan*, can be formulated. The action plan must include: (a) exactly what is going to be done, described in enough detail that each step or phase is easily understood, (b) who is going to do what, and (c) the exact dates (and/or times) agreed upon as deadlines for the completion of the total project or task, as well as each individual step of the task. The action plan should be in writing and copies made available to all persons involved.

At each step, *evaluation* of information, ideas, and data has been important. But in addition to these informal evaluations, an evaluation of the total activity is necessary to determine its success or failure. Such an evaluation must be well planned, systematically administered, and may take various forms: observations, questionnaires, surveys, interviews, checklists, anecdotal records, or rating scales. It is often advisable to use a combination, as each tends to have its own strengths and weaknesses as an evaluative tool.

In order to adequately evaluate the effectiveness of the intervention, data need to be gathered prior to the onset of the activity and then again at the end, when the action plan has been completed. Pre-and posttests may contain the same items or questions if they are given fairly far apart, or they may contain similar items which

118

attempt to evaluate the same characteristic.

The strength in evaluation is not just in knowing what "works," but in knowing what kind of effect each action has had, be it positive change, negative change, or no observable change whatever. Sometimes it is only in knowing what hasn't worked that we can discover what will work.

Accomplishments to Date

A need for awareness and information about troubled youth in our community, county, and state led to a series of seminars, sponsored be our project, in the spring of 1977. These seminars addressed the subject of troubled youth from a psychological, educational, and legal point of view. The process included, first, developing an awareness of the problem, then examining what is currently being done and finally, discussing strategies to assist young people in our community. Over 100 school staff, students, and community people participated in the seminars.

The final evaluation of the seminars indicated that we hd reached our goal of promoting understanding and generating ideas, and that there was interest in further meetings dealing with specific strategies for improving resources for troubled youth in our community. This follow-up program is being scheduled for 1978.

The Activity II staff, along with some Activity I staff, worked with two teachers from East Junior High for 5 weeks during the summer on implications SIAs have for the curriculum in the regular junior high classroom. These two East Junior High teachers were selected by the Teacher Corps staff and Youth Corps members during the summer. The goals of this program were two-fold: (a) to begin a process to test the feasibility and viability of the SIA approach in a regular junior high classroom, and (b) to articulate the SIA approach and Youth Corps throughout East Junior High.

The Activity II staff compiled a handbook describing the SIA approach, Teacher Corps—nationally and locally—the problem solving model, Youth Corps curriculum, and SIA projects and progress. The first week of the summer was used to familiarize these teachers with Teacher, Corps, Youth Corps, and the problem solving model.

Two days of the first week were spent working through the problem solving model, using a problem about which the teachers were concerned. The remainder of the summer was used to develop strategies to facilitate SIAs in the regular junior high classroom in

119

two diverse curricular areas, social studies and English, and to work with Youth Corps students. Each of these teachers produced curriculum support strategies for their own area of study.

These two teachers, along with the Teacher Corps staff, provided a two-day workshop for other East Junior High personnel. This workshop was a capsulized version of the more extensive summer work. During this workshop, the participants were exposed to Teacher Corps, Activity I and Activity II, Youth Corps, SIAs, and the problem solving process. The teachers who had worked intensively with Teacher Corps staff shared the plans they had developed and the participants were then able to begin work on strategies to facilitate SIAs in their particular curricular areas.

The teachers who participated in the summer program and the workshop are now receiving consistent support from Activity II staff as well as university credit for their involvement. As a direct result of our diffusion efforts, 17% of the total staff at East Junior High is involved in SIA curriculum development and documentation.

The Activity II evaluation strategy includes extensive documentation and evaluation of program, process, and products. This scheme is designed to reflect changes in attitudes and skill levels and respond with appropriate program modifications. We have recently revised the schedule of our program, allowing for smaller SIA groups of Youth Corps students to meet twice a week. This modification of program design was initiated to meet the needs expressed by teachers and students to have scheduled, consistent opportunity to implement and evaluate small group SIAs.

Documentation strategies in Youth Corps include: daily student and teacher logs, weekly student evaluations, SIA process documentation, and monthly responses from all of the teachers who see Youth Corps students. These monthly responses indicate that there has been positive behavioral change. Although the percentage is not constant, the teachers consistently report positive improvements. The project evaluation also includes pre- and postassessment of skill acquisition in the areas of problem solving, decision making, communication, and observation as well as alienation, self-concept, and assertive inventories for Youth Corps students.

Youth Corps students have been involved in several school and community SIAs. The depth and importance of the activities in which Youth Corps students elect to become involved varies greatly in terms of probable outcomes. For example, some Youth Corps

students have planned an entertaining school assembly. Other Youth Corps students are becoming more involved in the community and in more substantive school issues. Our hope is that as students' skills levels increase and they experience success, they will view themselves as more powerful and, consequently, broaden their perspective of school and community.

The Oakland University-Farmington Activity II project has focused on providing Youth Corps students with the skills and opportunities to express their ideas and interests and to plan and implement activities that are important to them. Modern society and, more specifically, schools provide few opportunities for students to become involved in and take responsibility for activities they consider important. Because of this grant, we are able to provide students with greater access to positive participatory roles in school and community. The mother of one of our students has said that "Youth Corps is the best thing that ever happened to Steve." We are making strides.

The interfacing of Activity I and II has become an integral part of our program design. Both staffs have participated in the development, implementation, and evaluation of our efforts. As an example, the Site Coordinator of Activity I handles program administration for Activity II, including the budget, staffing, and some aspects of program design and implementation. Because the Staff Development Conference on SIAs was held at Oakland University, staff from both Activities were able to participate. As a result, several potentially significant spin-offs from Activity II to Activity I have taken place. For example, two of the teachers at Boys Republic are beginning a program of SIAs with their students.

We feel that SIA as an intervention strategy has viability in both Activities, and we will continue our efforts at interaction. The knowledge and experience of the Activity I team have consistently supported and complemented Activity II endeavors. Previously established links with the Farmington community, the Board of Education, and Central Office Administration have proved beneficial to Activity II. Close relationships between Activity II, Farmington youth agencies, and law enforcement personnel have provided Activity I with additional resources.

ACTIVITY II
VERMONT

Pamela Miller
Barbara McDonald
Harry McEntee
Harry Thompson

We will first briefly discuss the activities and philosophy of the 11th cycle Teacher Corps Amendment, Activity II, at the University of Vermont, Burlington. Its purpose is to facilitate change on a number of different levels: university, school districts, state Department of Education, community organizations and agencies, community grass roots, and in individual children and adults. Its focus is the development of action plans to reduce or eliminate crime, violence, vandalism, and their associated fears among the youth of Burlington. Its objectives encompass sequential, on-going technical assistance and support: to identify the issues for youth concerning violence, crime, vandalism, and their associated fears; to assist student, teachers, and community people in the development of action plans that address these issues; to supervise the implementation of the action plans; and to train various community people (parents, teachers, police, agencies, juvenile justice departments) in a program of specific skills and competencies designed to further prepare them for working with youth.

The Social/Political Climate

Burlington, located 40 miles south of Canada, the largest city in Vermont, consists of approximately 50,000 people. Its population is predominately white, with 10% of its people being Franco-American. It is a city characterized by below- to low-average incomes combined with a high cost of living engendered by bone-chilling winters and high transportation costs for goods (according to the United States Department of Labor, Vermont is 43rd in average annual income among the states).

Burlington, like other communities across the land, is adapting to meet a bevy of forces within and without the city. In the spring of 1977, after attempts to pass a tax increase without the support of the Mayor and Aldermen failed, the Superintendent of Schools threatened to close the Burlington school system when the money ran out.

A compromise was reached and a much reduced tax increase was finally passed. In general, the Burlington ideal has been to keep taxes as low as possible, sacrificing services if necessary. The attitude towards youth has been to consider them a low priority except in a crisis situation. The existence of donwtown Burlington's viable commercial center is threatened by a proposed shopping mall in the suburbs.

Burlington city government consists of a number of lay commissions, which control the opertions of the city departments. Theoretically, this would broaden the base of participation at the grass roots level in planning and decision making. As the commission appointments are political, however, Burlington is in fact a tightly controlled democratic stronghold with the Mayor dominating, much as Mayor Daley did in Chicago.

As the area becomes more urban the problems of growth are becoming more evident. These problems are characterized by increased unrest, exemplified by a gang rumble in a local shopping center, increased school vandalism, and increased use of hard drugs and alcohol by youth. When interviewed, youth have indicated that they feel their problems are summarized in three issues: (a) parents' lack of interest in kids, (b) being picked on, hassled by police, and (c) a need for an improved school climate.

The staff of Teacher Corps, Activities I and II, share a common concern for the lives of "troubled youth" upon whom the above-mentioned activities impact. Naturally, there have been both formal and informal contacts between project members about projects, problems, and idea sharing. Probably the most important liaison between the two Activities concerned the study of process of juvenile deinstitutionalization being conducted by an Activity II staff member. This study has provided important information bearing on Activity I's work at the only Vermont Juvenile Training School and upon planning for the 13th cycle. It is in this context that the staff of Activity II are pursuing their efforts to effect change concerning the issues of violence and fear of violence.

Strategies for Change

The Vermont Activity II project provides training workshops on the issues of youth with problems. Workshops focus on direct training to youth and the training of adults to be supportive of youth in the schools and in the community. A basic premise of the program

is that those participants in the training process will then assume the role of trainer in the continued training of new participants. The basic steps are to : clarify project objectives, identify community engagement strategies, develop a thrust level with a core of community people, assess the needs as perceived by the group to be trained, plan the training program, implement the program, and evaluate its effectiveness. Determining project-community interface and developing a participant trust level will increase the possibility of obtaining more reliable assessment information. Entry into the system is facilitated by the project staff's ability to articulate clearly just what it is they intend to do, why they feel there is a need to do it, and how the system will benefit from the services. As one sociological theory points out, people don't act unless they perceive that a consequence, whether positive or negative, will result from their actions.

Reliable assessment information is crucial to the success of any change model. Factors that affect the reliability of that information are: participant understanding of the objectives of the project, participant acceptance of the objectives, and participant knowledge of the system. The Vermont Activity II team believes that in order to effect change you must deal with those issues that the participants feel are worthy of change and are willing to personally commit themselves to.

Armed with participant perceptions of need, a working knowledge of community politics, engagement strategies, and a number of different training models, workshops are designed. These workshops are designed to provide opportunities to look at the problem and the anticipated outcomes for the problem. Then, filling in the pieces, we try to move from where we would like the group to be at the end of the session to where they are now. Often participant input is solicited in various parts of the planning stage.

Implementing the workshop program is the next phase of the process. At this stage, flexibility is the key concept. Constant attention is given to participant reaction and feedback. The specific plan for training may change slightly or in a major way as a result of this feedback, which we acquire in a number of ways. An important step in the process is evaluation, which takes place on all levels of the change cycle. Constant feedback on the progress of the procedure is solicited and collated. Each new piece of information may affect the actions taken afterward. Participants should be told why it is being collected, how it will be used, and why it is important.

One last premise acts as an ancillary force in the team's strategy to bring about change. The premise is that people change because they are being rewarded in a way that is important to them. Therefore, support related to the training but outside of the actual training process is helpful. This may include monetary support for materials used in the implementing of a change process, technical assistance, or something as simple as praise and recognition of a job well done. It is often the case that practitioners in the field get little recognition for what they do.

Youth Training

Student training has consisted of a series of off-campus workshops supported by on-campus meetings with students. Last year we completed a series of three workshops, using the steps mentioned above, at Burlington High School on the issues of youth crime, violence, vandalism, and their associated fears. Previously, in the fall of 1976, a city-wide student survey administered by the Burlington Mayor's Youth Council resulted in the isolation of several major youth issues. Students in the first workshop, mainly freshmen, dealt with the survey's 10 most frequently selected problems. Through individual and small group setting of priorities, five key issues were indentified. These issues became the focus of the action planning of the next two workshops.

For the second worshop, Dr. Thompson of the Teacher Corps faculty took the student facilitators and the total Teacher Corps Activity II staff through a problem solving process similar to that to be used in the third workshop. In the third all-day workshop, Dr. Thompson and pretrained student facilitators guided small groups through an aciton planning process around the five issues and concerns identified in the earlier sessions. Through a series of brainstorming experiences and problem definitions, the group began to formulate its action plans to reduce or eliminate crime, violence, vandalism, and associated fears. Summer came too fast and stopped most of our work with students at Burlington High School until school began again in the fall. Summer activities with other Burlington youth were initiated.

We began the new year with a reconvening of our student facilitator group, now mostly sophomores. The purpose of the meeting was to review our work with the student facilitators and chart the next steps in the action planning process. We reviewed the

results of the of the School Climate Survey adminstered to 100 students at Burlington High School in April 1977. Highlights of the survey were discussed. Harry McEntee, Associate Director of Teacher Corps, led a discussion of "What Is School Climate?" The students then selected the one topic that would produce the greatest results. It was decided that "student/teacher relationship" could build and develop to help accomplish the other concerns. Barbara McDonald conducted a brainstorming session to list steps to bring about a meeting with interested teachers to work on "improving student/teacher relationships."

Next, a joint student/teacher meeting was held to discuss student perceptions of school climate with student-selected Burlington High School teachers. There were three outcomes to that meeting: (a) a decision on the part of the teachers to become a core network, (b) a decision to expand the network of supporting teachers, and (c) a decision to request school time for teacher workshops to learn the problem solving procedures already taught to students.

An all-day training workshop was held with selected teachers. They, in turn, planned a series of workshops facilitated by Teacher Corps with students, concerning school climate, for the spring of 1978. The teachers have received approval of their plan from the principal of Burlington High School. Eventually, a collaboration with Burlington Police is planned.

The Results

It became apparent early in the experience of Activity II that the leadership in Burlington, particularly the political leadership, did not give high priority to youth and their problems. This low priority arose primarily for two reasons: (a) Youth had no constituency to support their interests, and (b) support of youth through services is expensive.

The problem, then, was how to create a change in climate for troubled youth in the context of an indifferent political environment. It was decided to take a low-profile approach to the problem. The tactic that has been employed is to maintain dialogue with the separate systems of police and schools, attempting to persuade by convincing both that collectively we might be more effective in promoting change. Both systems have indeed become aware that they have serious communication problems with youth. Activity II has been able to use its ability to comunicate well with youth as an

entree into the schools. Once rapport with the school was established, it became easier for police to view the project as one which offered the nonthreatening access to youth which they lacked. Teacher Corps Activity II is now in the position of being able to facilitate direct dealing between concerned adults in the high school and youth themselves, as well as facilitating direct dealing between police and youth. We are confident that this mutual community dialogue will lead not only to the development of a pro-youth constituency but to a healthier school and community climate.

PART V
RESPONSES AND PERSPECTIVES

RESPONSES AND PERSPECTIVES

William Smith
Director, Teacher Corps

Over two years have passed since Clarence Walker, our Youth Advocacy Program Coordinator, outlined the potential for Teacher Corps' entering into an interagency agreement with the Office of Juvenile Justice and Delinquency Prevention (OJJDP). The proposed arrangement was most intriguing because it contained exciting possibilities for both Federal agencies interested in human development and change, possibilities that would benefit teacher education, benefit secondary students, and have tremendous implications and applications for practitioners in the juvenile justice system. These last two years have served to reaffirm our initial belief that we were jointly embarking on a mission that would be mutually rewarding.

The effort resulting from this interagency agreement has been variously described in this volume as Activity II or the School Crime Intervention Component (SCIC). Perhaps that title in itself implies a systematic strategy to deal with school crime prevention directly. Such, unhappily, is not the case. More than anything else, our projects have shown that, as important as it is, school crime prevention represents only one segment of the mission. In fact, the SCIC represents a set of strategies for addressing the many complex problems teachers, students, parents, and administrators collectively face in improving school climate. Further, we know and understand that the universe goes beyond troubled youth, urban schools, or the so-called troubled schools.

Youth Advocacy and SIA

The theme of the intervention strategies the reader has reviewed centers on Youth Advocacy. It is the kind of advocacy that may not be familiar to most, but it is based on the notion that advocacy is for all youth—to benefit from, to build positive attitudes upon. The

Student Initiated Activity (SIA) approach systematically and deliberately provides those participants with a special set of social and personal tools that will, in effect, allow each individual to become his or her own advocate. Too often we see a person or group who attempts to "speak for" people who are not expected to or are believed not to have the means to speak for themselves. The effort described in this volume has contributed immeasurably toward destroying the myth that youth need long-term advocates when given the adult responsibility to be accountable. Youth have amply demonstrated that they are perfectly capable of addressing their own positions and roles in the educational setting. This reaffirms our conviction that adults (teachers, counselors, parents, administrators, and others) should give them that charge.

As a vehicle for those embracing the Youth Advocacy philosophy, SIAs have been subjected to the most severe tests and to the most intense scrutiny by two of the most influential Federal agencies impacting on troubled youth (the Departments of HEW and Justice). SIAs have survived the test because they are grounded in the very basic principle that when youth are given more options in defining the roles they play in the schools, they are responsible enough, possess the skills and commitment, and care enough, to make the schools a better place. It has been demonstrated that such factors as daily attendance, levels of disruption, and school climate have all improved over a relatively short period of time. Moreover, teachers are finding it easier to conduct classroom activities without the major management concerns their colleagues face in more adverse school climates.

Intervention strategies are most effective when they are designed for the good of *all* students. Student Initiated Activities, introduced as they have been in this effort, tend to represent a sample of all youth. Participation is enhanced by the willingness of an administration and staff to make its school more democratically operated, truly committed to positive change and, most important, committed to those educational processes that can lead to positive school change.

The other side of the picture, one finds, is negative labeling that has adverse effects on the success of programs introduced to bring about change. In the SCIC projects that proposed working with only youth who had been identified as disruptive, the inclination to separate out special populations was dismissed soon after the projects began operation. Administrators recognized that, while

labeling may be a useful means to determine the need for resources and while it can be helpful in justifying the intent of projects, those benefits do not serve the youth these efforts were designed to address.

Collaboration

Through expanding the collaborative relationships described in this book, troubled youth and others can participate in the on-going operation of a school. Teachers, students, parents, and administrators can become increasingly aware of the needs to engage in mutually rewarding educational experiences. The SCIC has demonstated that such collaboration is feasible and that the schools are the beneficiaries of the most specialized skills introduced by project staff.

The potential for positive youth involvement in their communities has also been demonstrated by many of the SIAs fostered in these projects. This too depends upon expanding collaborative relationships and mutual participation. The inclusion of community involvement and its many ramifications for troubled youth have major implications for those in the field responsible for their welfare. Providing appropriate services to troubled youth requires enormous investments of energy, time, and resources. Project personnel are not able to make this investment alone. Services to troubled youth need to be an extension of the entire community. Community investment of energy, time, and resources will lead to change, and this change will be transferred into the lives of youth. But it will only occur through full community involvement in services designed to help youth learn to take full control of their lives.

Accomplishments and Directions

I think it appropriate at this point to assess not only what we have accomplished through the activities described in this volume but also to consider where our next steps should lead. It should be clear that these individual demonstration projects developed a variety of unique intervention designs, implementation strategies, and specific foci—all revolving around the SIA model for Youth Advocacy. Given the innovative nature of the SIA concept, the complexity of the problems relating to school climate, and the site-specific differences among the ten Youth Advocacy projects them-

selves, it could not be otherwise. Out of this variety we have arrived at several important general conclusions and discovered several directions to pursue in future projects.

The Effect of SIAs

It is to the credit of Mrs. Emily Martin (Director, Special Emphasis Programs of OJJDP), who pressed for the SIA model, that she had the foresight to insist on a strategy with implications that range well beyond the specific issues of school crime and violence, or even the special needs of troubled youth. We have already indicated that the SIA approach has great potential as an alternative education strategy for reaching troubled youth. Its utilization in these projects has resulted in positive changes in school climate through reductions in vandalism and disruptive behavior, and better communication among the various constituencies in the site schools and communities. SIAs have also impacted various forms of passive disruption of the educational process in our site schools—general youth alienation, truancy, dropout rates, and student "burnouts." Giving students a greater voice in their schools, and expanded opportunities to contribute and become actively involved in their communities, has been important in stimulating their interest in learning.

Youth alienation, a sense of exclusion and powerlessness, is not limited to disadvantaged and troubled youth. In our projects both nondisruptive students and more troubled youth have responded equally to the opportunity to play a more active role through participation in SIAs. Furthermore, SIAs have provided a context for cooperation and positive social interaction between these two categories of students. The significance of this should be underscored. Students in our secondary schools all too often establish self-isolating, mutually antagonistic peer groups that seldom interact socially. The Youth Advocacy approach offers these youth a chance to discover their common concerns and to work toward common goals. This can lead directly to a more democratically constituted school community.

What Needs To Be Done

From the experiences of these projects we have come to understand that the SIA Youth Advocacy model is complex indeed. Not only must youth be provided with special skills to cope with SIAs; so too must teachers, administrators, parents, and others who

work with youth. The projects have worked out a number of effective youth training models, described in this book, which have provided students with skills in decision-making and problem solving that allow them to begin to take greater control of their lives and environment. Moreover, strategies have been designed to disseminate these skills through peer training techniques. These disseminated strategies require that more attention be given to the social divisions which the students themselves recognize and maintain in their schools. We need to understand how the organization of school programs and the behavior of teachers and administrators contribute to these social divisions. Too often these kinds of divisions effectively block participation for some youth, leaving them with no avenues for success and positive reinforcement. We need to insure that our programs reach students from all of these social segments; only then can we expect to broaden student constituencies and peer groups for effective participation and responsibility.

Implementation of the SIA alternative education approach implies significant changes in curriculum and classroom procedures. Though the linking of Teacher Corps Youth Advocacy Activity I and Activity II in the SCIC projects we have begun to address these issues, but much more needs to be done. We must develop for teachers more comprehensive inservice and retraining programs that directly respond to the issues generated by the SIA approach. New curricula and materials are needed which reflect students' demands for reality and allow for the development of SIAs. Teachers need training in classroom techniques that will insure a climate encouraging increased student participation and initiative. We cannot expect changes in student behavior without accompanying changes in the classroom behavior of teachers: If students are given a greater voice, teachers must become more effective listeners; if students are encouraged to take more responsibility, teachers will have to feel confident to relinquish some inihibitions.

These same considerations have implications for innovative changes in our institutions of higher education. Preservice teacher training needs to include techniques which will facilitate new approaches such as SIA Youth Advocacy. Similar training programs need to be developed for nonteaching professionals who work with youth, such as youth corrections and community service agency personnel. SIAs cannot be achieved unless teacher training

institutions know how to prepare teachers to facilitate such a process with knowledge, skills and, most of all, confidence.

Involving the Community

Promoting Student Initiated Activities in the classroom has demonstrated that a number of partnerships can be effectuated between school personnel and the youth-serving professions. Through our community components we have been able to demonstrate that corrections facility staff, community agency staff, recreational organization staff, and others can become partners in addressing the need for improved school climates. Our experience with SIAs has shown that simultaneous support and encouragement from both school and community adult role groups are vital. The same sense of alienation that students feel in school extends to other areas of their lives. SIAs are a vehicle for mutual involvement of school in community and community in schools, serving to break down their institutional isolation. The skills that students in the SCIC projects have learned in their schools have been used in many instances to develop and carry out community oriented SIAs. The self-confidence and sense of achievement that students have gained through participation in community based activities have contributed to improvements in their social and academic behavior in school. The Federal government has demonstrated the ability of two agencies to work together so that kids benefit. Our future challenge is to demonstrate that the same spirit of cooperation can be carried out in the settings of our local educational agencies.